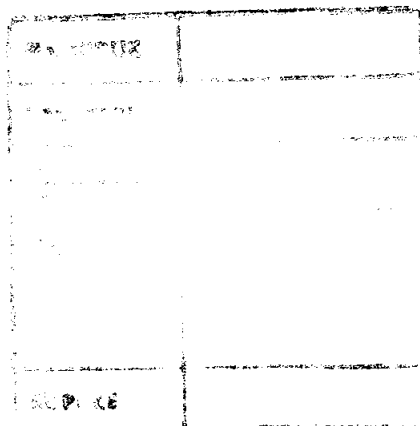
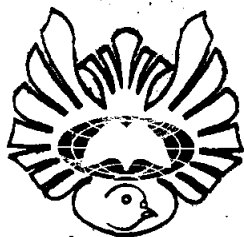


**THE EFFECT OF PICTURES AS A MEANS
OF TEACHING ENGLISH VOCABULARY
TO AUTISTIC CHILDREN**

A THESIS

BY:

**MAYA OCTAVIANA, S.Pd
8212702003**



**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
DECEMBER 2010**

**THE EFFECT OF PICTURES AS A MEANS
OF TEACHING ENGLISH VOCABULARY
TO AUTISTIC CHILDREN**

THESIS

PRESENTED TO
Master in Teaching English to as a Foreign Language Program
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

In partial fulfillment of the requirements for the degree of Master of Education in
TEFL

by:

MAYA OCTAVIANA, S.Pd
8212702003

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDY MAGISTER
PENDIDIKAN BAHASA INGGRIS
4 DECEMBER 2010**

APPROVAL SHEET 1

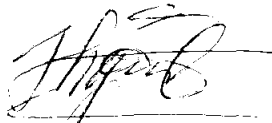
This thesis entitled The Effect of Pictures as a Means of Teaching English Vocabulary to Autistic Children prepared and submitted by Maya Octaviana, S.Pd (8212702003) has been approved to be examined by the Board of Examiners for Acquiring the Master Degree in Teaching English as a Foreign Language by the following advisor:



Prof. Dr. Agustinus Ngadiman, M.Pd
Thesis Advisor

APPROVAL SHEET 2

This thesis entitled The Effect of Pictures as a Means of Teaching English Vocabulary to Autistic Children prepared and submitted by Maya Octaviana, S.Pd (8212702003) was examined and approved by the following Board of Examiners on oral examination with a grade of _____ on Saturday, 4 December 2010.



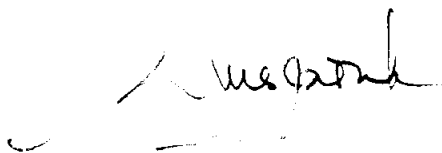
Dr. Ig. Harjanto
Chairman



Prof Dr. Agustinus Ngadiman, M.Pd
Secretary



Prof. E. Sadtono, Ph.D
Member



Prof. Dr. Wuri Soedjatmiko
Director of the Master's Degree Program

ABSTRACT

ABSTRACT

Title: THE EFFECT OF PICTURES AS A MEANS OF TEACHING ENGLISH VOCABULARY TO AUTISTIC STUDENTS

Keyword: pictures, vocabulary, teaching English vocabulary, autistic students, therapist

The number of autistic children is getting higher and higher in each year; however no one knows for sure the definite causes of disease. Many people prefer to say that their children suffer from Down syndrome than autism. This thinking appears since there is not much information about autism. As the result, the autistic children could not have appropriate education and treatment. Therefore, based on this fact, the writer tried to conduct a research to help the autistic children to study English vocabulary, so they will have the same change and opportunity to have bright future for their own and apply that language when they are taking vacations with their parents. Before conducting the research, the writer determined the problem statement which was stated as “Do autistic children who are taught using pictures get better score then those who are assigned to in learning English vocabulary?”

During the data collection, the writer used the *Quasi Research Design*, she used the classes without randomization. Then, she determined the population and the sample of the study. The population of the study was autistic children in Surabaya. The sample of the study was the autistic students in SD Kristen Kasih Karunia Surabaya. The sample was divided into two groups which each group consisted of seventeen autistic students. The autistic children who were in the experimental group were taught with pictures. The autistic children who were in the control group were taught without pictures as the media of teaching English vocabulary. Each group was trained by two different therapists who were assumed that they had the same English mastery and the same teaching experience. During the treatment, the therapist taught three different materials – animals, plants, and part of the body. These materials were taken from Junior, Post Junior and Headmaster in English.

Then, the writer moved forward to analyzing the data, after analyzing all the data, the writer found out that the autistic children who were taught using pictures got better score than those autistic children who were assigned to memorize the vocabulary. Therefore, the writer concluded that teaching vocabulary using pictures as the media of teaching help the autistic children in learning language. Furthermore, the writer suggested that the time allocation for conducting this research should be more than six months in order to have more accurate data and get involved with the teaching learning process.

ABSTRACT

JUDUL: THE EFFECT OF PICTURES AS A MEANS OF TEACHING ENGLISH VOCABULARY TO AUTISTIC STUDENTS

Kata kunci: pictures, vocabulary, teaching English vocabulary, autistic students, therapist

Jumlah anak-anak autis semakin tinggi dan lebih tinggi di setiap tahunnya, namun tidak ada yang tahu pasti penyebab pasti penyakit. Banyak orang lebih suka mengatakan bahwa anak-anak mereka menderita sindrom Down bukan autisme. pemikiran ini muncul karena tidak ada banyak informasi tentang autisme. Akibatnya, anak-anak autis tidak dapat memiliki pendidikan yang baik atau yang tepat dan pengobatan. Oleh karena itu, berdasarkan fakta ini, penulis mencoba untuk melakukan penelitian untuk membantu anak-anak autis untuk belajar kosa kata bahasa Inggris, sehingga mereka akan memiliki kesempatan yang sama untuk memiliki masa depan yang lebih baik serta untuk membantu mereka untuk lebih mandiri ketika bepergian keluar negeri bersama orang tua mereka. Sebelum melakukan penelitian, penulis menentukan pernyataan masalah yang menyatakan sebagai “Apakah anak-anak autis yang diajar bahasa Inggris menggunakan gambar mendapat nilai yang lebih baik dari anak-anak autis yang ditugaskan menghafal kosa kata bahasa Inggris?”

Selama pengumpulan data, penulis menggunakan Quasi Research Design, ia menggunakan kelas tanpa pengacakan. Lalu, ia menentukan populasi siswa autis, para siswa autistik di Surabaya. Sampel penelitian adalah siswa autistik di SDK Karunia Surabaya. Para siswa dibagi menjadi dua kelompok - yang eksperimental dan kelompok kontrol. Setiap kelompok terdiri tujuh belas siswa. Kelompok eksperimen diajar dengan gambar dan kelompok kontrol yang diajarkan tanpa gambar sebagai media pengajaran kosa kata bahasa Inggris. Setiap kelompok dilatih oleh dua terapis yang berbeda yang berasumsi bahwa mereka memiliki penguasaan bahasa Inggris yang sama dan pengalaman mengajar yang sama. Selama dirawat, terapis mengajarkan tiga bahan yang berbeda - hewan, tumbuhan, dan bagian tubuh. Bahan-bahan ini diambil dari Junior, Pos Junior dan Headmaster in English.

Kemudian, penulis pindah ke depan untuk menganalisis data, setelah menganalisis semua data, penulis menemukan bahwa siswa dalam kelompok eksperimen mencapai skor yang lebih baik dibandingkan dengan siswa pada kelompok kontrol. Oleh karena itu, penulis menyimpulkan bahwa ajaran gambar menggunakan kosa kata sebagai media pembelajaran memberikan banyak keuntungan ketika diterapkan dalam mengajar siswa autis. Selain itu, penulis menyarankan bahwa alokasi waktu untuk melakukan penelitian ini harus lebih dari enam bulan dalam rangka untuk memiliki data yang lebih akurat dan terlibat dengan proses belajar mengajar.

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

The writer would like to say her gratitude to the following persons who gave her lots of contribution in completing her study:

1. Prof. Dr. A. Ngadiman, M.Pd, her advisor, for his valuable opinions, guidance and support in writing her thesis.
2. Dr. Ig. Harjanto, Prof. Dr. Wuri Soedjatmiko, and Prof. E. Sadtono, Ph.D, for their understanding in giving her much tolerance and support to finish her thesis.
3. Robby SE Jacob, S.E, M.Si, for his support and tolerance to give her a week of from Sekolah Kristen Tiara Kasih, to attend and finish the final examination.
4. Damar Sadono, S.Pd, for his support and tolerance in rescheduling the daily activities of the English subject.
5. F. Juliana Febrianti, M.Pd; Trijani Lukiko Dewi, M.Pd; Timson Manullang, M.Pd; and Drs Yohanes Legiman, for lending her their valuable books and their supports in finishing the thesis.
6. Anna Laksmi, for her tolerance giving her permission to leave her tuition for a while in order to finish her study.
7. Robertus Kusnandar, Drs. Nandar Widadi, Markus Budi Kurnia, M.M and Maria Imaculata P. S.Kom, who taught her how to operate Excel and Photoshop.
8. Dra. Maria Margarita, Elisabeth Dian, S.Psi and Mellissa, S.Pd, Hesti Widyastuti, S.E; Iwan Setiawan, S.T, Dra. Elita Purnama Sari, Marlina Napitupulu, Fransiska Ika, Susanty, and Bobby Hartanto who always supported her finish this study.
9. Her entire colleague, both in Permai School and Sekolah Tiara Kasih for their support and tolerance to finish her study.
10. To all her students in Sekolah Permai, who supported and helped her finish this thesis, especially Mika, Ryan Manthovani, Fanny, Agustiar Pratama who helped her retype the first and the second chapter of this thesis, since the original file had been lost.
11. To all her students in Sekolah Kristen Tiara Kasih, especially 12 Social Science and 11 Social Science.
12. Julianto Imantaka, for giving her a lot of opinions and ideas to help her see the life more simple.
13. Her beloved parents who always prayed for her success.
14. Her dearest friend in Sydney, for his support, opinions and inputs to make her realize about who really she is and her ability, be her competitor in having arguments, and help her mind free from the culture's boundaries and see the world as the way it is in the western point of view.
15. The last person but not the least, the most important person in her life - her beloved fiancé - for his love, understanding, and care, to change her personality to be a better person; and her life that she never imagines before.

TABLE OF CONTENT

TABLE OF CONTENT

	Page
Title (1)	i
Title (2)	ii
APPROVAL SHEET 1	iii
APPROVAL SHEET 2	iv
ABSTRACT (ENGLISH)	v
ABSTRAK (INDONESIA)	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
CHAPTER 1: INTRODUCTION	1
1.1 The Background of the Study	1
1.2 Problem Statement	5
1.3 The Objective of the Study	5
1.4 Theoretical Framework	5
1.5 The Hypothesis	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	8
1.8 Assumption	9
1.9 Definition of Keys Terms	9
1.10 Organizational of the Thesis	10
CHAPTER 2: REVIEW OF THE RELATED LITERATURE	11
2.1 The Condition of Autistic Children	11
2.1.1 The Definition of Autistic Children	11
2.1.2 The Causes of Autistic Children	13
2.1.3 Classification of Autistic Children	19
2.1.4 The Characteristic of Autistic Children	22
2.1.5 The Brain Development of Autistic Children	29
2.1.6 The Psychology Development of Autistic Children	32
2.1.7 The Education for Autistic Children	35

CHAPTER 3: RESEARCH METHODOLOGY	63
3.1 Research Design	63
3.2 The Variables	65
3.3 The Treatment	65
3.4 Time Allocation	67
3.5 The Instructor	68
3.6 Controlling the Thread	69
3.7 The Instructional Material	72
3.8 Population and Sample	74
3.9 Data Instrument	75
3.9.1 Vocabulary Test	
3.9.1.1 The Reliability of the Test	75
3.9.1.2 The Validity of the Test	78
3.10 Data Collection Procedure	79
3.11 Data Analysis Technique	80
CHAPTER 4: RESULT OF DATA ANALYSIS AND	
INTERPRETATION	82
4.1 The Results of the Statistical Data Analysis	82
4.2 Discussion of the Results of the Study	85
4.3 Weaknesses of the Study	87
CHAPTER 5: SUMMARY, CONCLUSION, AND	
RECOMMENDATION FOR	
FURTHER RESEARCH	89
5.1 Summary	89
5.2 Conclusion	91
5.3 Recommendation	91
5.3.1 Recommendation for further teaching English vocabulary to autistic students	91
5.3.2 Recommendation for further research	92
REFERENCES	93
APPENDICES	98
BIOGRAPHY	117