

# CHAPTER I

## INTRODUCTION

This section discusses about background of study, Research question, Scope and Limitation, significant Research and Definition of Keyterm.

### 1.1 Background of study

Autism spectrum disorder is a disorder that occurs in the development of the nervous system, which is characterized by delays and difficulties in communication, and disruption in the social and disinterest in things which are done repeatedly. (American Psychiatric Association, 2013). Considered a neurological development disorder that involves deficits in social interaction and social communication, combined with limited or repetitive behavioral and interest patterns. (Evans & London, 2011) Autism is also a disorder described by qualitative as a disorder in social and communication interactions and a stereotypical or repetitive behavior interest pattern. The intellectual abilities of students with Autism disorder make them have delays or irregularities in developing language skills, the intellectual ability of an ASD is still in the average range. because of their language delay process, (Chawarska, Klin, Paul, & Volkmar, 2007) studies of Children with Autism Spectrum Disorder have involved overlap between autism and SLI (Specific Language Interference)(Howard, Mcgrath, Steele, Frazier, & Harris, 2009) this resulted in their learning process being hampered even though students with Autism disorder

still had to fulfill their needs in learning. Very small for students with ASD than normal children in general to start a conversation, responding appropriately to changes in understanding the meaning and power of speech in communication.

ASD also shows the lack of understanding the emotional situation of others, especially in facial expressions and emotions (Cumming, 2014) besides that students with ASD experience problems with managing their cognition to understand what is being read. (Cain, Oakhill, & Bryant, 2004; Duff & Clarke, 2011) research shows that ASD students can extract some information but not by drawing conclusions from text and reading comprehension. But there are opinions that also say if ASD is supported by a statement by (Nation, Clarke, & Wright, 2006) which states that students with ASD who have average intelligence still experience difficulties in learning in reading comprehension.

Review of previous research is related to cognition process in students with ASD background in various aspects that have been carried out, such as cognition of pre-mathematics done by (Fauziyah, Gresik, & Lant, 2019) reading comprehension learning in autism students who focus academic reading with word comprehension (Chang, 2009); reading comprehension and language social function to students with ASD (Speirs, Rinehart, & Yelland, 2014) cognition process and skill to build vocabulary (Randi, Newman, & Grigorenko, 2010) but the study is still not know the cognitive process in the Reading Literacy.

In some of Investigating the early developmental pathways to reading competency, referred to as emergent literacy development, in preschool children

with ASD will help clarify whether the reasons for reading failure are autism specific or related to these children's often comorbid cognitive and/or oral language difficulties (Westerveld, Paynter, Trembath, & Webster, 2017) because of the development of research and many researcher payattention to reading literacy.

The important of reading literacy also make student need to learn more about reading which refers to understanding basic concept of includes skills such as letter knowledge, phonological awareness, oral narratives, and early writing. (Lanter, Watson, Erickson, & Freeman, 2017) Emergent literacy skills are critical for young learners as they have been found to predict future success in word recognition, vocabulary acquisition, reading fluency, and comprehension (Davidson & Weismer, 2014); (Dyenia, Lawton, Logan, & Justice, 2014) When comparing wih normal children, autism childen more often shows the difficulties in the problem of meaning and solve problem about differences in skill in discovery (Dyenia, Lawton, Logan, & Justice, 2014). There is not many of invention that highlight related reading in autism Children realted developing literacy skills, realeted to ways in developing and processing skills to analyze and obtain mean (Dyenia, Lawton, Logan, & Justice, 2014); (Westerveld, Paynter, Trembath, & Webster, 2017).

Based on the explanation above, the reseracher is interseted in investigating reading literacy cognition process in autism spectrum disorder. After searched and selected subject based on the main journal of study, the researcher work together with PPABK (Paguyuban Pemerhati Anak Kebutuhan Khusus)

University of Muhammadiyah Gresik and the researcher need helped from Psychology Laboratory University og Muhammadiyah Gresik to test the student. The reseracher conducted the research under the title *“Reading Literacy Cognition Process in Autism Spectrum disoreder”*

## **1.2 Research Question**

Based on the explanation from the background of the study, the researcher wants to know: *“what are the cognition process of students with ASD when attempting to reading literacy? “*

## **1.3 Scope and Limitation**

This study focuses on the Autism Spectrum with High Function disorder in such areas as resource centers, inclusive high schools, and therapy centers. The subject chooses based on the level of IQ as ASD and focuses in the cognitive process in reading comprehension.

## **1.4 Significant Research**

The writer hopes that this research can give benefir to everyone who read this thesis and also benefit for the writer herself. The study as follow:

### **1.4.1 Theoritical Significance**

Hopefully, This research can give scincetific contribution in the reseach and development of cognitive proce in Autism Disorder especially in the field of reading english.

## **1.4.2 Teacher**

Hopefully, this study can give new information for teacher especially for teacher who teach Autism Spectrum Disorder about cognitive proces that happends in the Autism Spectrum Disorder.

## **1.4.3 Learner**

This reseach can give student understanding more about the process of reading comprehension that happens in the Autism Spectrum Disorder.

## **1.5 Definition Of Keyterm**

The definition is to avoid ambiguity and misunerstanding of terms used. To get same points of view to certain terms, the definition of key term are follow :

### **1.5.1 Autism Spectrum Disorder with High Functioning**

A person who has disorder in the development of comunication and social interaction, they lack of interset with something repetation. Autism spectrum disorder (ASD) is a developmental disorder characterized by impaired reciprocal communication and social interaction as well as differences in limited stereotypes(American Psychiatric Association, 2013)

### **1.5.2 Cognitive Process**

The process that happens in brain from activities which have some basis, namely information processing, social cognitive perspective, the developmental cognition theory and also neuropsychological points of view (Waters, 2006) . Autism Spectrum Disoreder with High Function have average intelligent around (IQ> 70)(Baron-cohen, 2000b)

### **1.5.3 Reading Literacy**

Reading literacy is the ability to understand and distinguish information on the text and then reflect it in the written text. The ability and incentives to engage with important text and content. To measure the various dimensions of literacy reading. (OECD, 2017)

