

## **SURAT KETERANGAN**

Nomor: 1487/UNUSA-LPPM/Adm-I/IX/2023

Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Universitas Nahdlatul Ulama Surabaya menerangkan telah selesai melakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak **Turnitin** pada tanggal 04 September 2023.

Judul : *The effect of family background on autism spectrum disorder student's pronunciation mastery: a case study*

Penulis : Nurul Latifatul Azizah, Tiyas Saputri, Syiddatul Budury

No. Pemeriksaan : 2023.09.06.502

Dengan Hasil sebagai Berikut:

**Tingkat Kesamaan diseluruh artikel (*Similarity Index*) yaitu 0%**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Surabaya, 06 September 2023

Ketua LPPM,



UNUSA  
LPPM

Achmad Syafiuddin, Ph.D.

NPP. 20071300

**LPPM Universitas Nahdlatul Ulama Surabaya**

Website : [lppm.unusa.ac.id](http://lppm.unusa.ac.id)

Email : [lppm@unusa.ac.id](mailto:lppm@unusa.ac.id)

Hotline : 0838.5706.3867

# The\_effect\_of\_family.pdf

*by*

---

**Submission date:** 04-Sep-2023 11:54AM (UTC+0700)

**Submission ID:** 2157360896

**File name:** The\_effect\_of\_family.pdf (327.45K)

**Word count:** 7203

**Character count:** 35697

## The effect of family background on autism spectrum disorder student's pronunciation mastery: a case study



Nurul Latifatul Azizah<sup>1</sup>, Tiyas Saputri<sup>1</sup>, Syiddatul Budury<sup>2\*</sup>

### ABSTRACT

**Background:** Special needs students come from many diverse and different family backgrounds. It may become a factor in special needs student learning performance. The purposes of this study are to find out how family background can affect special needs students in Pronunciation mastery and the process of special needs students in pronunciation mastery.

**Methods:** This study is a descriptive qualitative study using the case study method with three data collections. There are interviews, observations, and documentation. It becomes a unique single case study because the object of the study is an autism spectrum disorder student who continues his study until college and has good English pronunciation.

**Results:** The result of the study found that the most influential factor that can affect an autism spectrum disorder child's pronunciation mastery is family motivation. The term motivation here is the desire from the parents who want to develop their skills and also motivation to develop their special needs child, in the hope that the special needs child can be independent with their skills.

**Conclusion:** This autism spectrum disorder student has certain unique repetitive behavior: checking an English word through google translate. He often listens to how to pronounce words correctly. Although the parents come from a low social class, they can still improve their special needs child's Pronunciation by giving a supportive educational environment.

**Keywords:** autistic spectrum, disorder, family background, pronunciation.

**Cite This Article:** Azizah, N.L., Saputri, T., Budury, S. 2023. The effect of family background on autism spectrum disorder student's pronunciation mastery: a case study. *Bali Medical Journal* 12(2): 1269-1276. DOI: 10.15562/bmj.v12i2.4326

<sup>1</sup>Department of English Education, Faculty of Teacher Training and Education, Universitas Nahdlatul Ulama Surabaya, Indonesia;

<sup>2</sup>Department of Psychiatric Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Indonesia;

\*Corresponding author:

Syiddatul Budury;  
Department of Psychiatric Nursing,  
Faculty of Nursing and Midwifery,  
Universitas Nahdlatul Ulama Surabaya,  
Indonesia;  
syiddatbr@unusa.ac.id

Received: 2023-02-28

Accepted: 2023-03-05

Published: 2023-04-24

### INTRODUCTION

The latest data from the Central Bureau of Statistics 2017 about the number of children with special needs in Indonesia is estimated to be 1.6 million. The Ministry of Education and Culture of the Republic of Indonesia indicates that more than a million or almost 70% of children with special needs have not been properly prepared for their education. Of the 30% of children with special needs who have received an education, only 18% have received Inclusive education from special and regular schools. Human Rights Watch (2015) reported that even though the families of children with disabilities had to pay additional fees, their children have not received access to quality education, full curriculum, or other reasonable accommodation in schools.<sup>1</sup>

Many factors affect special needs children in receiving proper education, not only from the school where they are studying but also the family background

that can affect them to achieve good academic results. As stated by Rozie et al. (2019) in their article that children with special needs are children who significantly experience abnormalities or deviations in the process of growth and development compared to other children of the same age, so they are specific in terms of health service needs, special educational needs, special service education, Inclusive education, and the need for social welfare and social assistance.<sup>2</sup> Saputri & Afandi (2018) also stated that Inclusive Education is new in Indonesia.<sup>3</sup>

Along with the times, using foreign languages is an important aspect of mastery. English has become necessary to support someone's success in the globalizing world and speaking is the most important to mastery. According to Sodah (2019), a few influencing factors promoting divisions among the group is diversity among the people. Thus, English is an important language for every individual to learn, including students with special needs.

English includes several skills.<sup>4</sup> They are Listening, Speaking, Reading, and Writing. Apart from that, the language elements are also taught, including vocabulary, grammar, and pronunciation. This study will be based on the sociolinguistics approach. According to Wardhaugh and Fuller (2015), Sociolinguistics is a study of the use of language in society. It also tells how social class and ethnicity have to do with the use of language. It is relevant to this study that so many factors can affect someone's language use, especially how they pronounce words. One of them is family background.<sup>5</sup>

This study will focus on the process of Pronunciation mastery for ASD (Autism Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder) students, where the researcher will consider the process of how family background can affect the special needs student in pronunciation mastery. This study is not only focused on a variety of psychological and pedagogical studies but

is also based on the researcher's personal experience of entering a college classroom with an ASD and ADHD student that has better Pronunciation. This study is a Prospective Case Study. This kind of case study needs to find the case's tendencies and development. Thus, this study aims to discover how family background can affect special needs students' pronunciation mastery and the process of special needs students' pronunciation mastery.

## METHODS

This study is a descriptive qualitative study using the case study method. Lexy Moleong (2018) explains that a study using the qualitative method produces descriptive data in the form of written or spoken words from the object or behavior that can be studied.<sup>6</sup> This study uses a case study because the problem of the study is only a single case. He is an ASD student who can continue his study until college and has a good pronunciation.

This study uses primary data and secondary data. Primary data is obtained from the parents of the object of the study. UM and NG (not their real names) are parents of children with ASD and ADHD as the main sources. The object of the study is the problem under study. The object of this study is AM (not the real name). The secondary data is obtained from books, journals, and other resources suitable for the topic.

Data collection techniques used in this study are interviews, observation, and documentation. The data analysis techniques used in this study are data collection, data reduction, data display, and conclusion. In order to make the researcher easier to analyze the data, it is necessary to code the data. The data coding techniques used in this study are shown in Table 1. The interview guideline used in this study is shown in Table 2.

The following example in Table 3 is the data coding design in this study based on Table 1.

## RESULTS

All the results in this chapter have been through some steps, including collecting and reducing the data. The general description of the respondents is shown in

**Table 1. Data code.**

A	Data Sources	Code
1.	Mother	IM
2.	Father	IF
B	Collection Techniques	
1.	Observation	O
2.	Interview	I
3.	Documentation	D
C	Interview Questions	
1.	Question 1.A.1	Q.1.A.1
2.	Question 1.B.2 , etc.	Q.1.B.2
3.	Question 2.A.1	Q.2.A.1
4.	Question 2.B.2 , etc.	Q.2.B.2

**Table 2. Interview guidelines.**

No.	Variable	Indicator
1	Family background	a. Socioeconomic status of the family b. The education level of the family c. Learning motivation of the family d. Family Cultural Background
2	The role of families in learning outcomes for children with ASD and ADHD	a. The family teaching method in learning Pronunciation b. Family support in learning Pronunciation c. Difficulties in teaching pronunciation to the student with special needs, especially children with ASD and ADHD
3	The learning process of a child with ASD and ADHD in the mastery of Pronunciation	a. Motivation to learn the pronunciation b. The process for a student with ASD and ADHD to master Pronunciation

**Table 3. Example of data coding.**

Code	Explanation
Q.1.A.1	: Question first variable, indicator point A, number 1
IM	: Mother
IF	: Father
I	: Interview
2	: Date
05	: Month
21	: Year

Tables 4 and 5. Table 6 shows the general description of the study object.

Before the interview, the researcher did a pre-observation about the object of the study. The researcher found some uniqueness in the object of the study. The researcher found a single case study that happened to a special needs child. One thing that differentiates that special needs

child from others is that he has better Pronunciation than regular students. The most amazing thing is that he can continue his education until college. He studies at a private Islamic university in Surabaya, East Java, Indonesia, majoring in the Bachelor of English Education Department. Based on the short interview with his parents, he is diagnosed with ASD and ADHD. This

**Table 4. General description of the first respondent.**

No.	Indicator	1 <sup>st</sup> respondent
1	Name	UM
2	Birthday	April 30 <sup>th</sup> , 1967
3	Job or Profession	House Wife
4	Religion	Islam
5	Age	54
6	Sex	Female
7	Education	Senior High School
8	Address	Sidoarjo
9	Physical Appearance	Medium height, bright skin

**Table 5. General description of the second respondent.**

No.	Indicator	2 <sup>nd</sup> Respondent
1.	Name	NG
2.	Birthday	July 29 <sup>th</sup> , 1966
3.	Job or Profession	Engineer
4.	Religion	Islam
5.	Age	55
6.	Sex	Male
7.	Education	Bachelor Degree
8.	Address	Sidoarjo
9.	Physical Appearance	Tall, bright skin

**Table 6. General description of the study object.**

No.	Indicator	Object
1.	Name	AM
2.	Birthday	October 6 <sup>th</sup> , 1997
3.	Religion	Islam
4.	Age	24
5.	Sex	Male
6.	Education	Pursuing a Bachelor's Degree
7.	Address	Sidoarjo
8.	Physical Appearance	Tall, bright skin
9.	Diagnosed	ASD & ADHD

study is also the researcher's experience entering a class with an ASD Student. It is shown that special needs children can pronounce well in the Pronunciation and Phonetic class (Code: O/11.11.19).

In the family background, the researcher found some results of the study, including the background of the father and mother that their child has ASD. NG (Not real name) is an Engineer. He works in the construction field. He works almost every day because he has to be productive financially. He graduated from one of the Institute of Technology in Surabaya. Now he continues his study to get certification in his field.

UM (Not her real name) is the mother. Her last education is senior high school. When she was in senior high school, she majored in social studies but continued to study English at Language Academic

Institution in Solo. Unfortunately, she only took two semesters of her study and did not continue because she had to work. UM is a Housewife. She spends all the time at home because she wants to focus on caring for her special needs child and her family. She never entered the commercial field, but now she is not. She also worked in an International Company a few times. NG and UM only have one child, and he is special needs.

AM is NG and UM's special needs child. AM is a male. He is diagnosed with ASD and ADHD. He is a private University student in Surabaya majoring in the English Education Department. He is the only child in his family. His hobby is listening to music and playing musical instruments. He also graduated from a music vocational high school. He looks like a regular student, but he only gets the

problem with limitations.

It is found that this family lives in a luxurious residence. They have an amazing house. The house is comfortable. It has an air conditioner, music studio, smart tv, and sports tools. This family has some cars (Code: O/12.06.21).

Knowing how much money they earn and spend each month is to know the level of their social-economic class based on Maslow's Economic theory. This family usually spends about 30-35 million rupiah each month.

"I cannot mention how much money we earn each month, but we spend about 30-35 million rupiah each month, 12 million for our child". (Code: Q.1.A.7/ IM/I/12.06.21)

They spend about 12 million rupiahs each month on their special needs child education.

"We spend twelve million each month." (Code: Q.1.A.8/ IM/I/12.06.21)

Like the parents, they do not have much role in educating their special needs child. They only correct the wrong Pronunciation by giving the correct one.

"We only correct him because he already has that skill. When we mention the correct one, he directly memorizes it. It is his special ability". (Code: Q.1.C.9/ IM/I/12.06.21)

It does not happen only to her special needs child, but she observes some children with ASD who are also interested in language, and she thinks there is a red thread between ASD and their interest in language.

"Even my child's friend can speak Mandado, whereas he lives in Surabaya. So maybe there is a red thread between children with ASD who are interested in learning a language". (Code: Q.1.C.9/ IM/I/12.06.21)

She also adds that the statement does not come from the expert but is based on her experiences. She researches this uniqueness. Doctors do not observe this because they usually pay more attention to something related to medicine or perhaps odd behaviors. It may become a psychological field.

"Doctors do not observe this. They usually observe something related to medicine or perhaps odd behavior. However, for behavior like guessing



someone's birthday or having good English, Pronunciation is a psychologist's duty to observe." (Code: Q.1.C.9/ IM/I/12.06.21)

The mother cannot deny that family background is one of the important things that can affect children's learning performance. It also happens to children with special needs. That is why this family always supports everything toward their special needs child to develop their special needs child's skills, especially in Pronunciation mastery. So if the parents do not support or motivate, the special needs child will only focus on something unproductive.

"Generally, it is very influential. Children with ASD lack creativity. If the parents do not pay attention to them, they will not be productive. Like twirling the things, collecting pictures that may be nothing for their development". (Code: Q.1.C.10/ IM/I/12.06.21)

It is found that the interviewee has basic English skills. She has loved English since she was in junior high school. Her husband or the father of this special needs child often gets foreign clients, so it forces him to use English frequently.

"I have loved English since junior high school; I often help my friends do their homework. My husband, with his current job, also often gets foreign clients, forcing him to use English for communication". (Code: Q.1.C.10/ IM/I/12.06.21)

Not all special needs children come from high socioeconomic status, and not all get better education access. Since we know it is not cheap for parents to spend the material for their special needs child's education. Nevertheless, AM is provided with great learning media and facilities to improve his Pronunciation skill. He often uses his learning media to check an English word and how to pronounce it through Google Translate, and it becomes his repetitive behavior.

"Yes, we will provide him with a gadget. He likes to browse English words and how to pronounce them. But we cannot always pay attention to what he searches. However, we often give some material for stimulus. He also checks how to pronounce a word from Google

Translate. He also likes listening to International music. (Code: Q.1.C.11/ IM/I/12.06.21)

Not a small number of parents give up having special needs, children. They are doubtful about their special needs child limitation. They send their special needs children to segregated schools rather than regular schools because they do not want to take risks. Many parents with special needs children are pessimistic about their special needs child's skills. Therefore, they do not want to have high expectations of their child. However, it does not occur in this family. They still expect their special needs child to have a level of education as they do even more through what they have already done. The thing that should be noted is that they still have to be realistic in looking at their special needs child's skills and not force their special needs child to become what they want.

"Generally, yes. However, we must be realistic about his talent, skill, and interest. We will let him be what he is because we think he has skill. I will not force him to be academic. He can be a chef, singer, or whatever based on his skill, interest, and condition. Maybe he can be a teacher but a music teacher because he lacks verbal language. I will let him become what he wants. Letting go does not mean he is incapable but because of his autism". (Code: Q.1.C.12/ IM/I/12.06.21)

Even if the parents come from high socioeconomic status, it does not always make the special needs child successful in learning outcomes. It still needs family motivation to motivate and support the special needs child to have good English Pronunciation. Moreover, this family has a high motivation for their special needs child.

"Sure, of course. Even we discuss what we can do next to improve our special needs child skills regularly. We are proud of our special needs child. He can read Al Qur'an. His general knowledge is also well. He can study in the English Education Department. He can play three musical instruments. He can sing well". (Code: Q.1.C.13/ IM/I/12.06.21)

Although the parents have discussed it regularly, they still do not know the best

way to teach their special needs child. Nevertheless, they always learn daily to give their special needs child the best.

"We never know what the best way to teach him well is. Actually, after doing some observation, some parents have two children with ASD, and both of them have different characteristics. That is why we never know how to teach him correctly, but we always learn and discuss almost daily". (Code: Q.1.C.13/ IM/I/12.06.21)

This family has a big motivation to develop their special needs child. They will do whatever they can do. They even will spend much money on their special needs child's improvement. They also regularly discuss how to develop their special needs child's skills based on his interest. Not only that, but they also have big motivation to improve themselves better in English. When the researcher is at home, there are two teachers. One as a shadow teacher and one as a music coach. (Code: O/12.06.21)

From the interview, it was found that the parents are Javanese.

"We use Javanese as the local language." (Code: Q.1.D.14/ IM/I/12.06.21)

They do not have a special or different accent affected by the local language. Nevertheless, they often use an Australian accent when they speak English.

"I think no, but when we speak English, we use an Australian accent. We used to stay there for almost a year. Maybe next year, he will have been there to take a course because we know he has a moral obligation to English Education alumni, so he has to be a master in English. I do not want my child to graduate in English Education, but he does not master it. I even brought a public speaker coach home only to teach him how to make a good sentences in communication for two years. It is not easy, and how much money do we have to spend for it only on teaching him how to speak Indonesian correctly. We have to wait for the process". (Code: Q.1.D.15/ IM/I/12.06.21)

The parents' cultural environment slightly affects their special needs child's Pronunciation.

"I think yes, and we do not have a specific accent, so if we speak English, we still can speak like a native speaker

because children with ASD will follow the pattern. So my child will follow the accent of the environment, especially the cultural environment". (Code: Q.1.D.17/ IM/I/12.06.21)

Indonesian is the language that is used in this family to communicate.

"We use Indonesian." (Q.2.A.1/ IM/I/12.06.21)

The parents do not always speak using English because their special needs child does not like talking using English with the parents.

"Not always, but often. Because we know that our special needs child does not like to be corrected, we do not always speak English because he is very sensitive. Let it be the duty of the academics or his teacher to teach or to ask him to talk using English or to use Pronunciation well. It does not mean we do not want to speak English with him, or we cannot speak English, but it is because of his hyper-sensitive condition. However, what needs to be underlined is that if we want to correct him, we do it through his teacher. Most of his teachers can speak English well. Even his music coach". (Code: Q.2.A.2/ IM/I/12.06.21)

The mother studied English when she was at Language Academic Institution in Solo.

"When I was studying at Language Academic Institution in Solo" (Code: Q.2.B.3/ IM/I/12.06.21)

The parents do not use English to communicate with their family members. However, they often go abroad, so that is a chance for them to practice.

"Maybe it is not often, but we often go abroad, so we practice it there." (Code: Q.2.A.4/ IM/I/12.06.21)

The parents always improve their English pronunciation to teach and correct their special needs child correctly.

"Of course, we provide our special needs child with one teacher and some. There is a speaking teacher, a reading teacher, a grammar teacher, a teacher for reviewing the material from school, and a thesis teacher". (Code: Q.2.B.5/ IM/I/12.06.21)

The real motivation for this family to send their special needs child to study in college is actually so that their child can

communicate fluently in both English and Indonesian. The parents want their special needs child to learn how to communicate correctly from regular students.

"Of course, I want him to have English skills. However, the true reason is that I want my special needs child to communicate fluently in Indonesian and English. Because basically, children with ASD lack verbal communication. They still often speak unarranged, even in Indonesia. Then I want him to learn from his friends how to speak with regular students and communicate with others based on age. Speaking English does not have to be at home; it can be at school or whenever. That is why we choose the right environment to push his skill". (Code: Q.2.B.6/ IM/I/12.06.21)

The parents always monitor normally but do not give a special treat or force their special needs child to get a good score. The parents know that their special needs child can copy something, so it helps him to have good English Pronunciation.

"We do not monitor especially; we let him become what he wants. However, we know he has a special ability to copy something based on the pattern. Children with ASD are very procedural. If they know how to pronounce a word correctly, they will use it continuously no matter who the teacher is". He can learn from many resources. From learning media, his friends, his family or his environment and through music. It helps him to have good Pronunciation". (Code: Q.2.B.7/ IM/I/12.06.21)

The one who helps their special needs child to finish their special needs child's Pronunciation and Phonetic assignment is a private teacher.

"There is a private teacher for Pronunciation, so this teacher will help him finish his assignment. But when his teacher teaches him, I will accompany him so I know the right one". (Code: Q.2.B.8/ IM/I/12.06.21)

The parents do not have any difficulties improving the quality of Pronunciation of their special needs child.

"So far, so good; there is no difficulty." (Code: Q.2.C.9/ IM/I/12.06.21)

Based on their experience, his special

needs child learns English Pronunciation through English songs. Moreover, through Google Translate, their special needs child likes to play with the gadget.

"Through music, through songs, especially English songs. Furthermore, Google Translate is very helpful. Even if I correct him on pronouncing something correctly, he directly checks it on Google Translate. Whether it is correct or not, then it is caught by his memory. Moreover, we have already provided by using learning media or gadgets". (Code: Q.2.A.10/ IM/I/12.06.21)

Learning English is very important for this family, especially their special needs child. They hope their special needs child can be independent with his English skills. They even want to send their special needs child to Australia to continue his study of English.

"Yes, it is very important. My wife and I hope he can continue to Australia to study English. We hope someday he can be an independent person with his English skill. Maybe he can join English music entertainment or other English-related programs and his interest". (Code: Q.3.C.1/ IF/I/04.08.21)

Not only in learning English but when the researcher asks about the importance of learning Pronunciation, the father said that it is very important and that his special needs child has his special ability.

"Of course, it is very important, even a child with ASD has the ability in Audio in all aspects. In music, in learning language. Although he only listens once, he will not forget what he has listened". (Code: Q.3.A.2/ IF/I/04.08.21)

The father said that it is his special needs child's special ability. When the parents correct him on pronouncing correctly, their special needs child will not be wrong again.

"He does not try to memorize, but it is his special ability. Even if he speaks a word wrongly, we correct it once; he will not be wrong again. For example, when he is writing once using correct spelling, he will not forget it. It is his special ability". (Code: Q.3.A.2/ IF/I/04.08.21)

The parents also provide a shadow teacher to accompany his special needs



child during his study.

“Yes, he has a shadow teacher to accompany him during his study.” (Code: Q.3.C.3/ IF/I/04.08.21)

How the object of the study can master Pronunciation is through his interest. Not only, but also support from the parents in providing the teacher. The parents also have the motivation to improve their skills in English Pronunciation.

“Through his interest, we provide him a private teacher. We also learn English Pronunciation”. (Code: Q.3.C.4/ IF/I/04.08.21)

The environment also becomes a factor in the learning process of the object of the study. This family has a supportive family in developing their special needs child. Some of the relatives also stay Abroad.

“He is good at listening. When he is watching International TV, it is easy to record how to pronounce it. From family also, he often asks us how to pronounce a word then we answer how to pronounce it well. We also mention how to spell it correctly. Through the environment, because we have a big family that can speak in English, so he often talks with his uncle and aunty using English. His aunty also stays abroad, so they often speak English when they meet. My special needs child stays in Australia for a year to look for high school”. (Code: Q.3.C.5/ IF/I/04.08.21)

The father said that he and his wife ever wanted to send their special needs child to study in Australia when he was in high school. Nevertheless, because of some problems or rules that make him unable to continue studying in Australia. However, after graduating with a bachelor's degree, he still wants to send his special needs child to Australia.

“Yes, but we decided to return to Indonesia and continue his school in Surabaya. After his bachelor's degree has finished, we still want him to study in Australia because we heard that now in Australia, there is a chance for International special needs students to study there”. (Code: Q.3.C.5/ IF/I/04.08.21)

The parents always provide English courses to their special needs child.

“Of course, there are some private teachers at home based on their field.

We have a grammar teacher, a reading teacher, and a speaking teacher, but for now, we focus on speaking and thesis for preparing him to go to Australia”. (Code: Q.3.C.7/ IF/I/04.08.21)

The parents seldom send their special needs child to join an English course institution. They prefer looking for a private teacher for their special needs child.

“Yes, because our child is difficulty studying in the regular class, he always gets a private teacher. We often join an institution, but we still take a private class, and of course, the institution is learning about music and English courses based on his interest”. (Code: Q.3.C.7/ IF/I/04.08.21)

AM has a unique behavior in the learning process of Pronunciation. He often checks English words and how to pronounce them through Google Translate.

“Playing mobile phone, he often searches for something in his gadget. Moreover, his unique behavior is that he often checks English words and pronounces them through Google Translate. His special ability to memorize something or follow something based on the pattern becomes why he has good Pronunciation. Then through music, he likes listening to music, especially English songs, so he can learn how to pronounce correctly from his habit.” (Code: Q.3.C.8/ IF/I/04.08.21)

Following the interest is how the parents keep their special needs child's motivation in learning Pronunciation.

“Of course, we have to follow his interest first, then push his skill from his interest. Like we keep his motivation always to learn Pronunciation through music”. (Code: Q.3.A.9/ IF/I/04.08.21)

After doing the interview, the researcher concludes by asking what factors most influence their special needs child in having good Pronunciation. The father said that family motivation.

“Family motivation. We have done everything to support his skill, especially his mother. His mother has a big desire, and she wants his child to be able to speak English. I have also taken an English course many times. I have taken IELTS at EF for up to 3 years and

several other places. However, I cannot learn full-time because I have to work. My English score in high school was always the highest in class”. (Code: Q.3.A.9/ IF/I/04.08.21)

Sadly, his mother of AM passed away during this study. She has to fight against the covid-19 virus in her body. The researcher thinks about the development of AM. However, after a second interview with his father, it is found that the father is also motivated to improve AM's English skills. He still wants his son to study in Australia but is considering the implementation.

“Of course, I still have, but the implementation to send him there is still in my thoughts.” (Code: Q.3.A.9/ IF/I/04.08.21)

## DISCUSSION

The result of the study shows that the most significant factor that affects AM to have good Pronunciation is the family background of motivation. The parents are very motivated to support their special needs child to improve his skill. It looks at the parents' actions to provide a good and comfortable education. They provide some private English teachers at the house. There are Grammar teachers, Reading teachers, and also Speaking teachers.

The parents not only push their special needs child to improve his skill but also push themselves to improve their Pronunciation skills. They also take English courses a few times to improve its skill in the hope they can be a resource when their special needs child needs guidance. So they can remind or correct their special needs child when their child pronounces an English word wrongly. According to Bariroh (2018), parents' involvement is also significantly influenced by children's achievement. Parents who have a special needs child should be more intensive in guiding their special needs child. So his motivation and academic achievement can be improved.<sup>7</sup> While another study proved by Häfner et al. (2018) that the result of students' academic scores depends on how the parents are provided and involved in motivation optimally. This motivation should come from both mother and father.<sup>8</sup> Even though the mother, AM, has already passed away, his father still has the



motivation to send his special needs child to Australia to continue to take an English Course. It is also proved in the study conducted by Bariroh (2018) that parents' involvement significantly influences a special needs child's achievement motivation.<sup>7</sup>

The father of AM is working in the construction field. He graduated with a bachelor's of civil engineering. Even in the interview, they do not want to mention how much money they earn each month, but they mention that they spend about 30-35 million each month. It can be concluded that there is a correlation between parents' level of education and socioeconomic status. The one with a good education level will have a better job. Another finding shows that the one with a high-level education will positively impact their child. It also happens in parents with special needs children. Based on Salameh and Sathakathulla (2018), having a parent with a good education will positively impact students' learning and grades. They will support their children in their education not only as a role model for them but also as a reference and a source for helping them.<sup>9</sup>

Since the tuition fee or the price of special needs child education is not cheap, it cannot be denied that socioeconomic status is greatly influenced in support of special needs education. It is proved by the previous study conducted by Salameh and Sathakathulla (2018) that it should be emphasized that students belonging to wealthier socio-economic and cultural families are more likely to have higher success in English.<sup>9</sup> Another study proved by Ahmad & Khan (2012) that most children whose parents have better socioeconomic conditions have better learning outcomes in the intermediate exams than children whose parents have low socioeconomic conditions.<sup>10</sup> If one looks at the number of money that this family spends each month, this family is categorized as having upper-class socioeconomic status. They spend money to pay several private teachers, shadow teachers, and tuition fees. They buy learning media for their special needs child. They often go abroad. Based on the observation, some facilities are provided to improve his pronunciation, like a gadget

that he can use to browse everything he wants. He often asks her friend in the class how to pronounce English words. His house has a music studio with musical instruments that he can play whenever he wants. He often sings an English songs. His home is full of air conditioners that make him comfortable during his study. The parents provide learning media to their special needs child well.

Talking about the process of students with ASD in Pronunciation mastery needs long research. The researcher can say that AM has good Pronunciation because the data from the result of the study on the subject Pronunciation and Phonetics have proved it. He got a score of A. It means that he has been through the Pronunciation and Phonetic assessment process. Besides that, the researcher looks for evidence proving his skill. Moreover, after doing some tests directly by using an Application called "Daily Learn English," it was found that he got four stars for all the numbers from twenty on the test. According to the research conducted by Sugianto et al. (2019), one star (\*) means undeveloped, two stars (\*\*) have the meaning starting to develop, three stars (\*\*\*) have the meaning growing as expected and the last four stars (\*\*\*\*) have the meaning of growing very well.<sup>11</sup> Another thing that researchers found during the interview is that the object of the study has a unique behavior. AM has repetitive behavior in doing something. For example, he often checks an English word in Google Translate. It is related to the study conducted by Lai et al. (2014) that a child with ASD has a complex neurodevelopmental disorder characterized.<sup>12</sup> These characteristics are repetitive behavior, social impairments, restricted interests, and communication difficulties. The mother said during the interview that a child with ASD will easily follow something based on the pattern. If the parents mention an English word with correct Pronunciation, he will follow it and he will not forget it. The father also adds in his explanation that an ASD student is good at audio. So if the parents correct their special needs child once with correct Pronunciation he will not be wrong again. It is not because he memorizes it but because he has a special ability. When he sings the song, he will

follow the nada based on what is taught. He always does something procedural. If the time for praying is noon, he will do it without asking.

Family culture, this family is Javanese, and they live in east Java. They do not have a different accent when they pronounce an English word. They can speak English like a native speaker. This is supported by a study conducted by Purwaningsih and Nurdiawati (2020), who state that Most Javanese students have good Pronunciation.<sup>13</sup> They can pronounce an English word well. AM has a supportive environment; most of his family can speak English. According to Mu'in (2019), the region's origin will be seen even in short speech if the person has a distinctive regional accent.<sup>14</sup>

## CONCLUSION

Family motivation becomes the major factor that can affect ASD students' pronunciation mastery. Social Economic Status has a role in supporting the education of special needs children, especially ASD since it is known that the tuition fee for special needs children's education is not cheap. Parental involvement is something that must be developed to increase children's motivation. Other variables such as family background, economic status, family background education level, and family cultural background are the things that support the motivation of the parents to improve their special needs child's skills. This autism spectrum disorder student has certain unique repetitive behavior: checking an English word through google translate. He often listens to how to pronounce words correctly. Although the parents come from a low social class, they can still improve their special needs child's Pronunciation by giving a supportive educational environment.

## ACKNOWLEDGMENT

Appreciation to Almh. Madam UM and her family are willing to help conduct this study. Unfortunately, she passed away during this study because of Covid-19.

## CONFLICT OF INTEREST

There is no conflict of interest.

**FUNDING**

Self-funding.

**ETHICAL CLEARANCE**

The research does not go through Ethical Review Process instead of using informed consent from the parents. All person's data has been obfuscated and has been through validator assessment.

**AUTHOR CONTRIBUTIONS**

All authors work equally in every step of the research and writing of this research article.

**REFERENCES**

- Human Rights Watch. World Report 2016 [Internet]. Bristol University Press; 2016. Available from: <http://dx.doi.org/10.46692/9781447325512>
- Rozie F, Safitri D, Haryani W. PERAN GURU DALAM PENANGANAN PERILAKU ANAK HIPERAKTIF DI TK NEGERI 1 SAMARINDA. *J Early Child Educ.* 2019;1(2):53–9. Available from: <http://dx.doi.org/10.15408/jece.v1i2.12874>
- Saputri T, Afandi MD. Using Flannel Picture in Teaching English Vocabulary to The Inclusive Students of SD Yamastho Surabaya. *Community Dev J.* 2018;2(1):129–38.
- Sodah N. The Impact of Social Status on Language Shift: A Case Study on Family Domain Language in Lembar. *Int J Multicult Multireligious Underst.* 2019;6(3):959. Available from: <http://dx.doi.org/10.18415/ijmmu.v6i3.891>
- Wardhaugh R, Fuller J. *An Introduction to Sociolinguistics.* Fifth Ed. Oxford: Blackwell Publishing; 2015.
- Moleong LJ. *Metodologi Penelitian Kualitatif.* Edisi Revi. Bandung: PT Remaja Rosdakarya; 2018.
- Bariroh S. The Influence of Parents' Involvement on Children with Special Needs' Motivation and Learning Achievement. *Int Educ Stud.* 2018;11(4):96. Available from: <http://dx.doi.org/10.5539/ies.v11n4p96>
- Häfner I, Flunger B, Dicke A-L, Gaspard H, Brisson BM, Nagengast B, et al. The Role of Family Characteristics for Students' Academic Outcomes: A Person-Centered Approach. *Child Dev.* 2017;89(4):1405–22. Available from: <http://dx.doi.org/10.1111/cdev.12809>
- Salameh W. The Impact of Social and Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools. In 2012.
- Ahmad I, Khan N. Relationship between parental socio-economic conditions and student's academic achievements: A case of district dir, Timergara, Pakistan. *Glob Adv Res J Educ Res Rev.* 2012;1(7):137–42.
- Sugianto B, Jumia WOZ. MENINGKATKAN KEMAMPUAN BAHASA ANAK MELALUI METODE BERMAIN PERAN DI KELOMPOK B1 RAUDHATUL ATHFAL AL-MU'AMININ KENDARI. *J Smart PAUD.* 2019;2(1).
- Lai M-C, Lombardo M V, Baron-Cohen S. Autism. *Lancet.* 2014;383(9920):896–910. Available from: [http://dx.doi.org/10.1016/s0140-6736\(13\)61539-1](http://dx.doi.org/10.1016/s0140-6736(13)61539-1)
- Purwaningsih R, Nurdiawati D. Students' Problems in Listening Comprehension The Influence Of Javanese Accent Toward The Students' English Consonant Pronunciation At English Education Study Program Fourth Semester of English Education Study Program Peradaban University. *Dialekt J Pendidik Bhs Ingg.* 2020;8(1):55–68.
- Mu'in F. *SOCIOLINGUISTICS: A Language Study in Sociocultural Perspectives.* Revised Ed. Banjarmasin: Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat; 2019.



This work is licensed under a Creative Commons Attribution

# The\_effect\_of\_family.pdf

---

## ORIGINALITY REPORT

---

0%

SIMILARITY INDEX

%

INTERNET SOURCES

%

PUBLICATIONS

0%

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

Exclude quotes      On

Exclude bibliography      On

Exclude matches      < 2%