

REFERENCES

- Abu Bakar, N. I., Noordin, N., & Razali, A. B. (2019). Improving oral communicative competence in English using project-based learning activities. *English Language Teaching*, 12(4), 73. <https://doi.org/10.5539/elt.v12n4p73>
- Ainia, D. K. (2020). Merdeka belajar dalam pandangan Ki Hadjar Dewantara dan relevansinya bagi pengembangan pendidikan karakter. *Jurnal Filsafat Indonesia*, 3(3). <https://doi.org/10.5430/ijhe.v5n3p1>
- Alexander, M., & Byrd, D. R. (2020). Investigating special education teachers knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research*, 4(2), 72–82. <https://doi.org/10.33902/jpr.2020059790>
- Ali, E. M., Al- Adwan, F. eid ziad, & Al-Naimat, Y. M. (2019). Autism spectrum disorder (ASD): Symptoms, causes, diagnosis, intervention, and counseling needs of the families in Jordan. *Modern Applied Science*, 13(5), 48. <https://doi.org/10.5539/mas.v13n5p48>
- Alisaari, J., & Heikkola, L. M. (2017). Songs and poems in the language classroom: Teachers' beliefs and practices. *Teaching and Teacher Education*, 63, 231–242. <https://doi.org/10.1016/j.tate.2016.12.021>
- Almulla, M. A. (2020). The effectiveness of the project-based learning (pbl) approach as a way to engage students in learning. *SAGE Open*, 10(3). <https://doi.org/10.1177/2158244020938702>
- Andriyani, N. L., & Suniasih, N. W. (2021). Development of learning videos based on problem-solving characteristics of animals and their habitats contain in ipa subjects on 6th-grade. *Journal of Education Technology*, 5(1), 37. <https://doi.org/10.23887/jet.v5i1.32314>
- Artini, L. P., Ratminingsih, N. M., & Padmadewi, N. N. (2018). Project based learning in EFL classes. *Dutch Journal of Applied Linguistics*, 7(1), 26–44. <https://doi.org/10.1075/dujal.17014.art>

- Bandura, A. (1977). *Social learning theory* (1st ed.). Prentice-Hall.
- Boorse, J., Cola, M., Plate, S., Yankowitz, L., Pandey, J., Schultz, R. T., & Parish-Morris, J. (2019). Linguistic markers of autism in girls: Evidence of a “blended phenotype” during storytelling. *Molecular Autism, 10*(1), 1–12. <https://doi.org/10.1186/s13229-019-0268-2>
- Chen, N., Watanabe, K., Spence, C., & Wada, M. (2023). People with higher autistic traits show stronger binding for color–shape associations. *Scientific Reports, 13*(1), 1–12. <https://doi.org/10.1038/s41598-023-36666-4>
- Christopher Boyle, Shane Costello, Joanna Anderson, Kim Collett, Angela Page & Kelly-Ann Allen. (2022). Further development of the teacher attitudes to inclusion scale: Principal components and rasch analysis. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2022.2063425
- Bransford, J., & Cocking, R. R. (2000). How People Learn: Brain, Mind, Experience, and School: Expanded Edition. In *Discovery* (Expanded e). National Academies Press. <https://doi.org/10.17226/9853>
- Brod, E. F. (1983). Concrete poetry: A linguistic technique for the foreign language classroom bes. *Foreign Language Annals, 16*(4), 255–258. <https://doi.org/10.1111/j.1944-9720.1983.tb01959.x>
- Brooks, G., Clenton, J., & Fraser, S. (2021). Exploring the importance of vocabulary for english as an additional language learners’ reading comprehension. *Studies in Second Language Learning and Teaching, 11*(3), 351–376. <https://doi.org/10.14746/ssl.t.2021.11.3.3>
- Brown, H. D. (2004). *Language assessment principles and classroom*. Longman University Press.
- Brown, C. S. (2014). Language and literacy development in the early years: foundational skills that support emergent readers. *Language and Literacy Development in the Early Years, 24*, 35–48. <https://doi.org/https://files.eric.ed.gov/fulltext/EJ1034914.pdf>
- Bruner, J. (1985). Child’s Talk: Learning to Use Language. In *Child Language Teaching and Therapy*. W. W. Norton & Company.

<https://doi.org/10.1177/026565908500100113>

- Courchesne, V., Langlois, V., Gregoire, P., St-Denis, A., Bouvet, L., Ostrolenk, A., & Mottron, L. (2020). Interests and strengths in autism, useful but misunderstood: A pragmatic case-study. *Frontiers in Psychology, 11*(October). <https://doi.org/10.3389/fpsyg.2020.569339>
- Crespí, P., García-Ramos, J. M., & Queiruga-Dios, M. (2022). Project-based learning (PBL) and its impact on the development of interpersonal competences in higher education. *Journal of New Approaches in Educational Research, 11*(2), 259–276. <https://doi.org/10.7821/naer.2022.7.993>
- Dağlı, G., & Öznacar, B. (2015). An evaluation on mainstreaming practices of primary schools according to the views of school administrators, teachers, and parents. *Kuram ve Uygulamada Eğitim Bilimleri, 15*(5), 1317–1332. <https://doi.org/10.12738/estp.2015.5.2823>
- Dale, E. (1969). *Audiovisual methods in teaching* (3rd ed.). New York: Dryden Press. Dale,
- Davis, B., & Summers, M. (2015). Applying Dale's cone of experience to increase learning and retention: A study of student learning in a foundational leadership course. *QScience Proceedings, 2015*(4), 6. <https://doi.org/10.5339/qproc.2015.wcee2014.6>
- Deepa, P., & Ilankumaran, M. (2018). Teaching poetry enhances speaking skills – an analysis based on select poems. *International Journal of Engineering & Technology, 7*(4.36), 619. <https://doi.org/10.14419/ijet.v7i4.36.24211>
- Denman, C., & Al-Mahrooqi, R. (2018). General principles of assessment. *The TESOL Encyclopedia of English Language Teaching, 1–7*. <https://doi.org/10.1002/9781118784235.eelt0344>
- Department of Education Republic of Indonesia. (2005). *Government Regulation Number 19 of 2005 concerning National Education Standards*. Jakarta: Legal Bureau and the Organization of the Secretariat General of the Ministry of National Education.

- Dewi, M. R. (2022). Kelebihan dan kekurangan project-based learning untuk penguatan profil pelajar pancasila kurikulum merdeka. *Inovasi Kurikulum*, 19, 250–261.
- Diah, L., Adnyani, S., & Munir, A. (2022). Augmentative and alternative communication for autism spectrum disorders children ' s language and communication. *I2(2)*, 49–56.
- Dimbleby, R., & Burton, G. (2016). An introduction to communication. In *Routledge* (Vol. 69, Issue 4).
- Eldiva, F. T., & Azizah, N. (2019). Project based learning in improving critical thinking skill of children with special needs. 296(Icsie 2018), 348–355. <https://doi.org/10.2991/icsie-18.2019.64>
- Fabbri-Destro, M., Maugeri, F., Ianni, C., Corsini, S., Di Stefano, E., Scatigna, S., Crifaci, G., Bruzzi, G., Berloff, S., Fantozzi, P., Prato, A., Muccio, R., Valente, E., Pelagatti, S., Pecchini, E., Zulli, F., Rizzo, R., Milone, A., Viglione, V., ... Narzisi, A. (2022). Early sensory profile in autism spectrum disorders predicts emotional and behavioral issues. *Journal of Personalized Medicine*, 12(10), 1–10. <https://doi.org/10.3390/jpm12101593>
- Farida, N., & Rasyid, H. (2019). The effectiveness of project-based learning approach to social development of early childhood. 296(Icsie 2018), 369–372. <https://doi.org/10.2991/icsie-18.2019.67>
- Farrak, M. A. A., & AL-Bakri, R. (2022). The effectiveness of using poetry in developing english vocabulary, pronunciation and motivation of efl palestinian students. *Language Teaching*, 2(1), p1. <https://doi.org/10.30560/lt.v2n1p1>
- Fleming, R. P. (2005). *Guidelines for developing learning materials* (Issue July, pp. 1–43). South African Institute for Distance Education.
- Funk, R. K. (2016). *Poetry in the classroom : The why and how of teaching and inspiring students through poetry rachel knapp rink*.
- Gentil-Gutiérrez, A., Cuesta-Gómez, J. L., Rodríguez-Fernández, P., & González-Bernal, J. J. (2021). Implication of the sensory environment in children with

- autism spectrum disorder: Perspectives from school. *International Journal of Environmental Research and Public Health*, 18(14).
<https://doi.org/10.3390/ijerph18147670>
- Gregg, K. (2017). Communication disorders and challenging behaviors: supporting children's functional communication goals in the classroom. *Early Childhood Education Journal*, 45(4), 445–452.
<https://doi.org/10.1007/s10643-016-0789-7>
- Grossman, P., Dean, C. G. P., Kavanagh, S. S., & Herrmann, Z. (2019). Preparing teachers for project-based teaching. *Phi Delta Kappan*, 100(7), 43–48.
<https://doi.org/10.1177/0031721719841338>
- Gunn, K. C. M., & Delafield-Butt, J. T. (2016). Teaching children with autism spectrum disorder with restricted interests: A review of evidence for best practice. *Review of Educational Research*, 86(2), 408–430.
<https://doi.org/10.3102/0034654315604027>
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102(May), 101586.
<https://doi.org/10.1016/j.ijer.2020.101586>
- Haataja, E., Salonen, V., Laine, A., Toivanen, M., & Hannula, M. S. (2021). The relation between teacher-student eye contact and teachers' interpersonal behavior during group work: a multiple-person gaze-tracking case study in secondary mathematics education. In *Educational Psychology Review* (Vol. 33, Issue 1, pp. 51–67). Springer. <https://doi.org/10.1007/s10648-020-09538-w>
- Haataja, E., Toivanen, M., Laine, A., & Hannula, M. S. (2019). Teacher-student eye contact during scaffolding collaborative mathematical problem-solving. *LUMAT*, 7(2), 9–26. <https://doi.org/10.31129/LUMAT.7.2.350>
- Henry, A. R., Conner, C., Zajic, M. C., & Solari, E. J. (2023). feasibility and initial efficacy of an adapted telepractice listening comprehension intervention for school-aged children with autism. *Journal of Autism and Developmental Disorders*, 53(5), 1862–1872.

<https://doi.org/10.1007/s10803-022-05474-6>

- Habók, A., & Nagy, J. (2016). In-service teachers' perceptions of project-based learning. *SpringerPlus*, 5(1), 1–14. <https://doi.org/10.1186/s40064-016-1725-4>
- Hadna Suryantari. (2022). Exploring character of pancasila students in the english textbook for the tenth grade senior high school students. *Journal of English Language Learning*, 6(2), 229–243. <https://doi.org/10.31949/jell.v6i2.3772>
- Halimah, L., & Sukmayadi, V. (2019). The role of “jigsaw” method in enhancing Indonesian prospective teachers' pedagogical knowledge and communication skill. *International Journal of Instruction*, 12(2), 289–304. <https://doi.org/10.29333/iji.2019.12219a>
- Hamilton, E. W. (2022). *Understanding a shape poem*. <https://doi.org/10.1093/oseo/instance.00243006>
- Hodges, H., Fealko, C., & Soares, N. (2020). Autism spectrum disorder: Definition, epidemiology, causes, and clinical evaluation. *Translational Pediatrics*, 9(8), S55–S65. <https://doi.org/10.21037/tp.2019.09.09>
- Hosnan, M. (2016). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. Bogor: Penerbit Ghalia Indonesia.
- Hutchison, T., & Waters, A. (1987). *English for specific purposes: A learnercentered approach*. Cambridge: Cambridge University Press.
- Inderawati, R., Petrus, I., Eryansyah, & Meilinda. (2021). Needs analysis of vocational high school textbook to local culture materials and the 21st century competencies. *English Review: Journal of English Education*, 9(2), 19–26. <https://www.journal.uniku.ac.id/index.php/ERJEE/article/view/4349>
- Indrawan, E., & Jalinus, Nizwardi, S. (2018). Review project based learning. *International Journal of Science and Research*, 8(4), 1014–1018. www.ijsr.net
- Intepe-Tingir, S., & Whalon, K. (2023). Teaching emotion vocabulary to children with autism spectrum disorder. *Journal of Special Education*, 56(4), 193–207. <https://doi.org/10.1177/00224669221083341>
- Jonassen, D., & Land, S. (2012). Theoretical foundations of learning

- environments. In *Theoretical Foundations of Learning Environments* (2nd editio). Routledge.
- Jones, E. K., Hanley, M., & Riby, D. M. (2020). Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 72(July 2019), 101515. <https://doi.org/10.1016/j.rasd.2020.101515>
- Jury, M., Laurence, A., Cèbe, S., & Desombre, C. (2023). Teachers' concerns about inclusive education and the links with teachers' attitudes. *Frontiers in Education*, 7(January), 1–8. <https://doi.org/10.3389/educ.2022.1065919>
- Kapp, S. K., Gantman, A., & Laugeson, E. A. (2011). Transition to adulthood for high-functioning individuals with autism spectrum disorders. In *A Comprehensive Book on Autism Spectrum Disorders* (p. 490). <https://doi.org/10.5772/975>
- Kiliç, M. (2019). Vocabulary knowledge as a predictor of performance in writing and speaking: A case of turkish efl learners. *Journal of Language Teaching and Learning*, 57.
- Kimseyiz, F. (2017). The effect of project based learning in teaching EFL vocabulary to young learners of English: The case of pre-school children. *International Journal of Languages' Education*, 1(Volume 5 Issue 4), 426–439. <https://doi.org/10.18298/ijlet.2168>
- Kodak, T., & Bergmann, S. (2020). Autism spectrum disorder: Characteristics, associated behaviors, and early intervention. *Pediatric Clinics of North America*, 67(3), 525–535. <https://doi.org/10.1016/j.pcl.2020.02.007>
- Kok Hwee Chia EdD, N., Ee Wong, M., & Gek Tee Ng MEd, A. (2009). The effectiveness of concrete poetry as a strategy to teach reading comprehension to children with asperger syndrome. *Jaasep: Fall*, 20.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>

- Krajcik, J. S., & Shin, N. (2014). Project-based learning. In *The Cambridge Handbook of the Learning Sciences, Second Edition*.
<https://doi.org/10.1017/CBO9781139519526.018>
- Kumar, A., & Behera, L. (2021). Teacher preparation for inclusive education in the context of education of children with special needs: Past, present and future. *Reaching the Unreached: The State of Differently Abled Learners*, 19(August), 1–43.
- Lahman, M. K. E., Teman, E. D., & Richard, V. M. (2019). IRB as poetry. *Qualitative Inquiry*, 25(2), 200–214.
<https://doi.org/10.1177/1077800417744580>
- Lane, J. D., Lieberman-Betz, R., & Gast, D. L. (2016). An analysis of naturalistic interventions for increasing spontaneous expressive language in children with autism spectrum disorder. *Journal of Special Education*, 50(1), 49–61.
<https://doi.org/10.1177/0022466915614837>
- Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project-based learning*. www.ascd.org/memberbooks
- Lee, S. J., & Reeves, T. (2018). Edgar Dale and the cone of experience. In *Foundations of Learning and Instructional Design Technology* (Issue 1971, p. 676).
- Lord, C., Brugha, T. S., Charman, T., Cusack, J., Dumas, G., Frazier, T., Jones, E. J. H., Jones, R. M., Pickles, A., State, M. W., Taylor, J. L., & Veenstra-VanderWeele, J. (2020). Autism spectrum disorder. *Nature Reviews Disease Primers*, 6(1). <https://doi.org/10.1038/s41572-019-0138-4>
- Lu, J., Jiang, H., & Huang, Y. (2022). Inclusive efl teaching for young students with special needs: A case in china. *Children*, 9(5), 1–16.
<https://doi.org/10.3390/children9050749>
- Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis bahan ajar. *Nusantara : Jurnal Pendidikan Dan Ilmu Sosial*, 2(2), 311–326.
- Majoko, T. (2019). Teacher key competencies for inclusive education: Tapping pragmatic realities of zimbabwean special needs education teachers. *SAGE*

- Open*, 9(1). <https://doi.org/10.1177/2158244018823455>
- Maley, A., & Peachey, N. J. P. and T. W. (2017). *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals*.
- Mantasiah, R., Yusri, Siring, A., & Aryani, F. (2021). Assessing verbal positive reinforcement of teachers during school from home in the covid-19 pandemic era. *International Journal of Instruction*, 14(2), 1037–1050. <https://doi.org/10.29333/iji.2021.14259a>
- Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children with autism spectrum disorder. *TEACHING Exceptional Children*, 43(6), 28–35. <https://doi.org/10.1177/004005991104300603>
- Meyer, M. (2015). Concrete research poetry : A visual representation of metaphor. 2(1).
- Miles, M. B., & Huberman, M. A. (1994). *An expanded sourcebook: Qualitative data analysis* (second edi). Sage Publications; International Educational and Professional Publisher.
- Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2022). *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 262/M/2022 tentang Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*.
- Moore-Abdool W. (2010). Included students with autism and access to general curriculum: What is being provided? *Iss. Teach. Educ.* 19 153–169.
- Muhammad, F. N., Rosana, D., & Hastuti, P. W. (2022). The development of e-worksheet based on discovery learning with google docs to improve students ' higher order thinking skills. *Journal of Science Education Research*, 6(2), 120–126.
- Muhammad, H., Sutanto, P., Warisdiono, E., Ulfah, E., Mustikaningsih, H., Haryanti, D., Sukhriani, Y., Usmirawati, E., Yuana, L., dan Suryana, E. S.,

- (2018). *Modul pelatihan implementasi kurikulum 2013 SMA tahun 2018*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan
- Muna, A., Sunardi, S., & Widyastono, H. (2021). Teachers' efforts to improve pedagogic competency in learning children with special needs in inclusion basic schools in surakarta. *Indonesian Journal of Disability Studies*, 8(01), 61–72. <https://doi.org/10.21776/ub.ijds.2021.008.01.04>
- Mustafa Jabsheh, A.-A.-H. (2019). The positive relationship between teaching or using english poetry as an instructional source and the teaching - learning of different language skills and sub skills. *Saudi Journal of Humanities and Social Sciences*, 04(11), 726–730. <https://doi.org/10.36348/sjhss.2019.v04i11.007>
- Nasrul, S. (2018). Pengembangan bahan ajar tematik terpadu berbasis model problem based learning di kelas iv sekolah dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 2(1), 81–92. <https://doi.org/10.24036/jippsd.v2i1.100491>
- National Institute of Mental Health. (2023, February). Autism spectrum disorder. U.S. Department of Health and Human Services, National Institutes of Health. Retrieved April 6, 2023, from <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd>
- Monteiro, V., Carvalho, C., & Santos, N. N. (2021). Creating a supportive classroom environment through effective feedback: Effects on students' school identification and behavioral engagement. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.661736>
- Nia, Z. A., & Valizadeh, M. (2021). A comparison of the effects of revision-mediated and attention-mediated indirect coded feedback on efl learners' written syntactic accuracy. *Shanlax International Journal of Education*, 9(4), 146–156. <https://doi.org/10.34293/education.v9i4.4093>
- Nurkencana, W., & Sunartana. (1992). *Evaluasi hasil belajar*. Usaha Nasional.
- Padmadewi, N. N., & Artini, L. P. (2017). Teaching English to a student with autism spectrum disorder in regular classroom in Indonesia. *International*

- Journal of Instruction*, 10(3), 159–176.
<https://doi.org/10.12973/iji.2017.10311a>
- Padmadewi, N.N., Tantra, D.K., Ratminingsih, N.M., Artini, L.P., & Nitiasih, P.K. (2021). Pembelajaran Bahasa Inggris di Kelas Inklusif: Disertai Contoh Implementasi & Perangkat. Singaraja: Surya Grafika.
- Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Suhardiana, I. P. A., Zamzam, A., & Juniarta, P. A. K. (2023). Designing project-based learning in research proposal writing: Its effect, problems, and scaffolding utilized. *Studies in English Language and Education*, 10(2), 841–862.
<https://doi.org/10.24815/siele.v10i2.27408>
- Rahayu, M. S., & Budasi, I. G. (2021). Developing English material for cruise line bartender for students of international bali institute of tourism. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 18(1), 66–76.
<https://doi.org/10.23887/jptk-undiksha.v18i1.27913>
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, wujud merdeka belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187.
<https://doi.org/10.31004/basicedu.v6i4.3431>
- Rajendran, P., Athira, B. ., & Elavarasi, D. (2020). Teacher competencies for inclusive education: Will emotional intelligence do justice? *Shanlax International Journal of Education*, 9(1), 169–182.
<https://doi.org/10.34293/education.v9i1.3494>
- Rasyid, M. Al, & Khoirunnisa, F. (2021). The effect of project-based learning on communicative skills of high school students. *Jurnal Pendidikan Sains (Jps)*, 9(1), 113. <https://doi.org/10.26714/jps.9.1.2021.113-119>
- Refriana, I., & Aly, H. N. (2023). Landasan filosofis eksistensialisme dalam Kurikulum Merdeka Belajar. *Journal on Education*, 5(3), 6180–6185.
<https://doi.org/10.31004/joe.v5i3.1390>
- Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need analysis for developing writing skill materials using facebook for english undergraduate students. *International Journal of Language Education*, 5(1), 542–551.
<https://doi.org/10.26858/ijole.v5i1.14856>

- Sari Puspita, L. P. A., Padmadewi, N. N., & Wahyuni, L. G. E. (2019). Instructional teaching media to promote autistic student's learning engagement. *Journal of Education Research and Evaluation*, 3(2), 58. <https://doi.org/10.23887/jere.v3i2.20975>
- Schoone, A. (2021). Can concrete poems fly? setting data free in a performance of visual enactment. *Qualitative Inquiry*, 27(1), 129–135. <https://doi.org/10.1177/1077800419884976>
- Setiyaningsih, S., & Wiryanto, W. (2022). Peran guru sebagai aplikator profil pelajar Pancasila dalam kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, 8(4), 3041–3052. <https://doi.org/10.58258/jime.v8i4.4095>
- Shabani Minaabad, M. (2020). The effect of poetry therapy on the development of language and social skills in children with asd. *Health Education and Health Promotion*, 8(2), 79–86.
- Smerbeck, A. (2019). The survey of favorite interests and activities: Assessing and understanding restricted interests in children with autism spectrum disorder. *Autism*, 23(1), 247–259. <https://doi.org/10.1177/1362361317742140>
- Soedjono, S., Yusuf, M., & Rahman, A. (2022). Project based learning for children with special needs during the covid-19 pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 1321–1330. <https://doi.org/10.35445/alishlah.v14i2.1123>
- Solis, M., Reutebuch, C. K., Falcomata, T., Steinle, P. K., Miller, V. L., & Vaughn, S. (2021). Vocabulary and main idea reading intervention using text choice to improve content knowledge and reading comprehension of adolescents with autism spectrum disorder. *Behavior Modification*, 45(1), 66–98. <https://doi.org/10.1177/0145445519853781>

- Spada, N., & Lightbown, P. M. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
- Sperotto, L. (2016). The visual support for adults with moderate learning and communication disabilities : How visual aids support learning the visual support for adults with moderate learning and communication disabilities : how visual aids support. *March*.
<https://doi.org/10.1080/1034912X.2016.1153256>
- Sumartini, T. S., Rahayu, D. V., Noordiana, M. A., Lurytawati, I. P., & Mardiani, D. (2019). Student pedagogical content knowledge through project based learning models. *Journal of Physics: Conference Series*, 1280(4).
<https://doi.org/10.1088/1742-6596/1280/4/042051>
- Sutiyatno, S. (2018). The effect of teacher's verbal communication and non-verbal communication on students' english achievement. *Journal of Language Teaching and Research*, 9(2), 430–437.
<https://doi.org/10.17507/jltr.0902.28>
- Tansley, R., Parsons, S., & Kovshoff, H. (2022). How are intense interests used within schools to support inclusion and learning for secondary-aged autistic pupils? A scoping review. *European Journal of Special Needs Education*, 37(3), 477–493. <https://doi.org/10.1080/08856257.2021.1911520>
- Tolino, F., Jumadi, & Astuti, D. P. (2020). Students' verbal communication skills using e-handout aided Schoology with problem-based learning model on lup-optic topics. *Journal of Physics: Conference Series*, 1440(1).
<https://doi.org/10.1088/1742-6596/1440/1/012033>
- Tomlinson, B. (2007). *Developing materials for language teaching*. Continuum.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- Tsang, Y., & Zhang, T. (2021). Advantages and disadvantages of using tangible rewards by teachers with chinese young students. *Proceedings of the 2021 International Conference on Social Development and Media Communication*.

- UNESCO. (2015). *Incheon declaration—education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. *World Education Forum, Incheon, South Korea, May 19–22*. 76. [https://upbeducomy.sharepoint.com/personal/alejandro_uribe_upb_edu_co/Documents/Docencia/2020-2/Proyectos/El Santuario/Referenciacion y contextualization/Declaration de Incheon.pdf](https://upbeducomy.sharepoint.com/personal/alejandro_uribe_upb_edu_co/Documents/Docencia/2020-2/Proyectos/El%20Santuario/Referenciacion%20y%20contextualization/Declaration%20de%20Incheon.pdf)
- Vygotsky, L. S. (1997). *Educational Psychology* (R. H. Silverman (ed.); 1st ed.). CRC Press.
- Wahyuni, A. (2018). The power of verbal and nonverbal communication in learning. *1st International Conference on Intellectuals' Global Responsibility*.
- Waizbard-bartov, E., Fein, D., Lord, C., & Amaral, D. G. (2023). Autism severity and its relationship to disability. *Autism Research, 16*(4), 685–696. <https://doi.org/10.1002/aur.2898>.Autism
- Widodo, C. S., & Jasmadi. (2008). *Panduan menyusun bahan ajar berbasis kompetensi*. PT Elex Media Komputindo.
- Wu, Y., & Schunn, C. D. (2020). From feedback to revisions: Effects of feedback features and perceptions. *Contemporary Educational Psychology, 60*. <https://doi.org/10.1016/j.cedpsych.2019.101826>
- Wu, Y., & Schunn, C. D. (2021). The effects of providing and receiving peer feedback on writing performance and learning of secondary school students. *American Educational Research Journal, 58*(3), 492–526. <https://doi.org/10.3102/0002831220945266>
- Zarfsaz, E., & Yeganehpour, P. (2021). The impact of different context levels on vocabulary learning and retention. *Shanlax International Journal of Education, 9*(4), 24–34. <https://doi.org/10.34293/education.v9i4.4049>
- Zhang, Q., Li, M., Wang, X., & Ofori, E. (2019). Dr. Edgar Dale. *Association for Educational Communications & Technology, 63*(3), 240–242. <https://doi.org/10.1007/s11528-019-00395-1>
- Zhou, R., Xie, X., Wang, J., Ma, B., & Hao, X. (2023). Why do children with

autism spectrum disorder have abnormal visual perception? *Frontiers in Psychiatry*, 14(May). <https://doi.org/10.3389/fpsy.2023.1087122>

Zohoorian, Z., Zeraatpishe, M., & Matin sadr, N. (2021). Effectiveness of the picture exchange communication system in teaching English vocabulary in children with autism spectrum disorders: A single-subject study. *Cogent Education*, 8(1), 0–16. <https://doi.org/10.1080/2331186X.2021.1892995>

