

CHAPTER I

INTRODUCTION

A. Background of study

Education is one of the vital needs for human being to guarantee their life in the future, because of that Indonesian government has a responsibility to give good education services for whole civilizations without any expectation including children who have different in their abilities. This one is also appropriate with 31 verse of 1945 constitution “*Bahwa setiap warga negara mempunyai kesempatan yang sama dalam memperoleh pendidikan*”.¹ Every person has the same chance to get the same education service.

That is to be the foundation for students with special needs to get the same as common students in term of educational services. So, there is a school which accommodates students with special needs and common students sit together in one area. Educational institution which there are some students with special need inside is known as inclusive school. Today inclusive school is familiar based on Bandung declaration on august 8th-14th, 2004 about “Indonesia for inclusive education”. According world conference in Salamanca about special education on June 1994 that the main principal on inclusive education is if it is possible, all of children studied

¹ Sekrestaris Jenderal MPR RI, *Undang-Undang Dasar Negara Republik Indonesia 1945*, (Jakarta, _____, 2011), P: 15

together without seeing the difficulties and also the different which appear among them.²

According to the preliminary interview with the psychologist; Joenistiah, S.Psi who has relationship with the education department in order to test the students with special need's psychology stated that there are 10 inclusive junior high schools in Surabaya. Those are SMPN 29 Surabaya, SMPN 30 Surabaya, SMPN 39 Surabaya, SMPN 05 Surabaya, SMPN 28 Surabaya, SMPN 36 Surabaya, SMPN 27 Surabaya, SMPN 37 Surabaya, SMPN 43 Surabaya and SMPN 47 Surabaya. One of school which selected as inclusive school is SMPN 29 Surabaya. The researcher choose SMPN 29 Surabaya as the place of this research because based on the preliminary interview with Mr. Soejatno as the headmaster of SMPN 29 Surabaya conducted that this school is a pioneer of inclusive junior high school in Surabaya under license of education department. This school has gotten a responsibility from education department to be an inclusive education since 2009.

The important thing of inclusive education for students with special needs is to decrease the time delay in term of combining common students and students with special needs in one area. It is also used to change the mindset of the people that students with special needs must have marginality in term of their education. So, by inclusive education the students with special needs feel comfortable, confidence, respectable, careful, happy and responsible. Inclusive education becomes a kindly

² Muhammad Sugirman, *Pendidikan inklusif*, (Bandung,_,2009), P:7

education for students with special needs to make them participate in all of the activities as could as possible without seeing their disability or other characteristics.³

Start from the problem above and based on the result of preliminary interview with Mrs. Julima as one of inclusive teacher sated that there are three special programs for students with special needs under license of education department. Those are talent, behavior, and PPI (*Program Pembelajaran Individual*); Individual Learning Program. PPI has a strong effect for students with special need. They need extra time and extra attention from others to support their learning process at school. PPI becomes one of place for students with special need who have disorder to accept the lesson.

Then, according to the preliminary interview with Mr. Soejatno as the headmaster of SMPN 29 Surabaya, PPI is held when the students with special need suddenly go out from regular class or when regular class is over or on Saturday so, it does not disturb the system of inclusive school. They sit together with common students to get teaching and learning process but sometimes they get special service including learning service. They feel enjoy with their own world especially for autism students. When the learning process happened, suddenly they go out from the class or they will be at class but they do not focus with the lesson or they disturb others. This is the main function of PPI. They come to the resource room to get PPI based on their subject at regular class. For PPI, they are taught by the inclusive teacher who does not

³ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 320-322

have education background in certain subject such as English teacher, mathematics teacher and so on. The teacher who handles the students with special need comes from inclusive teacher or other regular teachers.

Then, according to the preliminary interview with Mrs. Julima as one of the inclusive teacher at SMPN 29 Surabaya, learning and teaching process in resource room for students with special need moreover for autism students who have disorder in term of communication is more effective and more intent than in regular class because they are taught individually or by face to face. So their needs in term of learning process are accommodated well. We should remember that learning process in PPI is the reflection of learning process in regular class. It means that the material which taught in PPI is the same as the material in regular class. Yet, there is a problem dealing with the way to teach certain subject such as English for autism students in order to get them understand and easy to learn it. So, teaching and learning process in PPI for autism students should need design first.

As mentioned above, the autism students have disorder in term of communication, so when the teacher teaches English in PPI, it workable when the teacher asks the students to practice using English directly because it stimulates their communication. Then the question of how to make their communication in English workable is using conversation because in conversation the teacher stimulates the

autism students to keep in talk and the most important thing that in conversation, fluency takes some priority rather than accurately.⁴

To design English conversation independent class the researcher makes need analysis first in order to make this program runs well and to find out the appropriate needs in term of the appropriate strategy, material, and media. It also helps the institution easy to apply this program. The institution does not have to make need analysis for English conversation independent class in PPI for autism students again because it already did by the researcher.

Two previous studies give the features that this study is interested and did not release before. First is the study conducted by Niswatin Hasanah under the title “*a study of English teaching techniques for autistic students at inclusive educational program of SMPN 29 Surabaya*”. In her study, she tried to analyze the teaching technique was implemented by the English teacher in the regular class where the autism students learn with common students and the problems faced by the teachers when s/he teaches them.⁵ According to the inclusive teacher, English does not workable yet for the autism students because there is no suitable design in term of teaching English for autism students. So, it is different with her study, this study is written to find out the solution for English teacher in order to teach English effectively for autism students based on their three needs; strategy, material, and media.

⁴ ICE, TEFL/ TESL: *teaching English as a foreign or second language*,(America: ICE publication, 1989), P:40

⁵ Niswatin Hasanah, *a study of English teaching techniques for autistic students at inclusive educational program of smpn 29 surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

The second study under the title “ *Interaksi sosial siswa autis; studi kasus di kelas inklusi SMPN 29 Surabaya*” written by Umi Latifah. It just gives the explanation in term of how the autism students interact with others. Her result of the study stated that the autism students feel hard to communicate with others because they are less of motivation; they feel hard to start talking and hard to do eyes contact with others. She gave the solution in term of solving the problem either for teachers or common students.⁶ Additionally, from Autism speaks Inc. presents an article entitled “Applied Behavior Analysis (ABA)”.⁷ It focused on explaining a methodology for teaching autism students. The methodology explained was Applied Behavior Analysis. so, the difference of those previous studies and my study is this study gives the solution on how to teach English for autism students based on their needs in term of the appropriate strategy, material and media combining with some theories especially teaching English conversation independent class.

So, in relation of this, the researcher interested to conduct need analysis for English conversation independent class for autism students. It can be concluded that this study is under the title “**Need analysis of English conversation independent class in PPI for autism students at SMPN 29 Surabaya**”

⁶ Umi Latifah, *Interaksi sosial siswa autis; studi kasus di kelas inklusi SMPN 29 Surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

⁷ ibid

B. Statement of research problem

The statement of problem is briefly stated as follows:

What strategy, material and media are needed for English conversation independent class in PPI?

C. Significance of the study

The purpose of this study is to find out the needs of autism students in term of the appropriate strategy, material and media in order to help the English teacher to design or to develop English conversation independent class in PPI for them. Then, based on the purpose of the study, it is very important for us to know the significance of the study because it can contribute some benefits as follow:

1. For the Students

According to need analysis that the researcher did, the researcher hopes that the result of this study is used to accommodate the autism students' needs in term of the appropriate strategy, material and media for English conversation independent class in PPI because when English becomes the main focus to learn at school, it becomes a new habit to them and hopefully it is useful for their future.

2. For English teacher

The result of this study is expected to be useful for English teacher. The researcher hopes that English teacher gets the knowledge in term of how to develop English conversation for autism students. The result of need analysis from this study helps the English teacher to develop the appropriate strategy, material and media to teach English conversation independent class in PPI for autism students.

3. For the Reader

By reading this study, the reader gets more information and experience about teaching English conversation independent class in PPI for autism students based on their three needs.

D. Objective of the study

Based on the statement of problems above, the researcher concludes the objective of the study is to find out their three needs which can be accommodated for English conversation independent class in PPI in term of the appropriate strategy, material and media. So that, the researcher helps the English teacher in term of developing those three needs in English conversation independent class in PPI for autism students.

E. Scope and limitation of the study

The scope in this study was focused on the needs of the autism students in term strategy, material and media which can be accommodated for English conversation independent class in PPI at SMPN 29 Surabaya and the limitation of the study also was focused on the subject. This study takes the autism students who have IQ above 100 or below 100 but they have therapy from psychologist or therapist before. This study was conducted to find out their three needs in term of designing English conversation independent class in PPI.

F. Definition of key terms

1. *Need analysis* is also called needs assessment refers to the activities involved in gathering information that will serve as the basic to develop the curriculum that will meet the learning needs of a particular group of students.⁸ Here, needs analysis is used to know their needs in term of the appropriate strategy, material and media of English conversation independent class in PPI for autism students.
2. *English Conversation* is dealing with talk as interaction between one or more than one people in order to share understanding. When people meet, they will exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.⁹ This study is used to give a feature of teaching English for autism students by conversation.
3. *Independent class* is a class for students with special needs dealing with nonacademic service and special education service.¹⁰ This independent class in this study is called resource room.
4. *PPI (Program Pembelajaran Individual)* is one of three special programs for students with special needs under license of education department. Those are talent, behavior, and (PPI) Individual Learning Program. PPI has a strong effect

⁸ James Dean Brown, *The element of language curriculum*, (Boston: An International publishing company, 1995), P:35

⁹ Jack C Richard, *Teaching listening and speaking from theory to practice*, (America: Cambridge university press, 2008), P: 19-22

¹⁰ Ministry of education British Colombia, *Individual Education Planning for Students with Special Needs; A Resource Guide for Teachers*, (British: BCSSA, 2009), P: 5

for students with special need. They need extra time and extra attention from others to support their learning process at school. PPI becomes one of place for students with special need who have disorder to accept the lesson.

5. *Autism student* is a student who classifies as Pervasive Developmental Disorders (PDD) which includes the disorder of impairments in reciprocal social interaction skills and communication skills, and the presence of stereotypical behaviors, interests and activities.¹¹ Autism which familiar in our society is another term to call children who classifies as PDD.

G. Research report writing organization

The research report writing organization in this study was divided into 5 chapters as follows:

Chapter I is the Introduction contained the background of the study, statement of research problem, significance of the study, objective of the study, scope and limitation of the study, the definition of key terms and also the research writing organization.

Chapter II is review of related literature contained theoretical foundation and previous study. Theoretical foundation talked about some theories which related with this study; 1) the definitions of students with special needs, 2) the categories of autism students, 3) inclusive school, 4) independent class for students with special need, 5) conversation class, and 6) the strategy of teaching conversation for autism

¹¹ Alberta, *Teaching Students with Autism Spectrum Disorders*, (Canada: learning resources center, 2003), P:13

students. The last is Previous Study explained the previous study related with the certain study that had been conducted by other researchers.

Chapter III is the Research Methodology included the research design, research subject, setting, data collection techniques, data instruments, and data analysis procedures.

Chapter IV is the result of the research that described the data in this study as; a) Research Finding, b) Discussion.

Chapter V is Conclusion and Suggestion. The researcher summarized the result of the whole study and continued by suggestion that defined as the messages needed.