

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is divided into two categories; they are theoretical foundation and previous study which explained below:

A. Theoretical foundation

1. The definitions of students with special needs

The term of student with special needs means a student who has disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, speak, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term includes a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.¹ They also called as children with a variety of different disabilities, health and mental health conditions that require special intervention, services, or support.²

In another book stated that student with special needs is the name for children which based on the result of the identification and the assessment diagnosed has

¹ Louise A. Ellis, Australian Education Review; *Balancing Approaches Revisiting the educational psychology research on teaching students with learning difficulties* (Australia: ACER press, 2005), P: 8

² http://www.cfc.ca.gov/evaluation/PDF/Special%20Needs%20Def%2001_08.pdf. Retrieved on Friday, july 5th 2013, 10:40 a.m

disability in term of education and learning process because of internal factor and or external factor. So, s/he needs special education services.³ A student with special needs also means a student who has disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has exceptional gifts or talents⁴

Another term is also define the student with special needs as if s/he faced learning disability so that s/he needs special learning service. The children who have disability need more different educational facilities than common students which accommodated by the school.⁵ The students who are classify as students with special needs if:

- a. The students with special needs require more than just less adaptation in educational material, instructional, and assessment methods, or
- b. The students with special needs work with outcomes other than the prescribed outcomes of the curriculum, or
- c. The students with special needs is working on regular outcomes with little or no adaptation but receives 25 hour or more remedial help from someone other than the classroom teacher to meet the expected learning outcomes.⁶

³ Dinas pendidikan kota Surabaya, *workshop pembelajaran kepala sekolah dan guru inklusi SD* (Surabaya: dinas pendidikan kota Surabaya, 2011), P: 3-4

⁴ <http://www.bced.gov.bc.ca/roundtable/snfunding.pdf>.retrived on Friday/ July 6th 2013, 10:42

⁵ Daniel Muijs & David Reynolds, *Effective teaching; teori dan aplikasi, edisi kedua* (Jakarta: Pustaka pelajar, 2011), P: 234

⁶ British Colombia school superintendent association, *Individual educational planning for students with special needs; a resource guide for teachers*,(British:British Colombia,2009,p: 4

From the definitions above, it can be concluded that the students with special needs is the name for students which based on the result of the identification and the assessment diagnosed has disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, speak, write, spell or do mathematical calculations because of internal factor and or external factor so, they need special education services and need more different educational facilities than common students which accommodated by the school.

2. The categories of Autism students

Autism in Diagnostic and Statistical Manual of Mental Disorder DSM-IV is one from five kinds of mental disorder under the umbrella term of PDD. Pervasive Developmental Disorder (PDD) is the term which uses to show some developmental disorders⁷. The Diagnostic and Statistical Manual of Mental Disorders; DSM-IV (American Psychiatric Association, 1994) classifies autism spectrum disorders as a disorder within a broader group of Pervasive Developmental Disorders (PDD). PDD is an umbrella term for disorders that involve impairments in reciprocal social interaction skills, communication skills and the presence of stereotypical behaviors, interests and activities. PDD includes Autism Spectrum Disorder, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder and Pervasive Developmental Disorder Not Otherwise Specified. The term Autism Spectrum

⁷ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 294-295

Disorders (ASD) is used to refer to autism and other conditions included within the PDD classification. All of those disorders share common features. However, there are differences in some areas, such as the number of symptoms, age of onset, developmental pattern and level of cognitive functioning.⁸

From the definition above, it can be concluded that autism which is familiar in our society is one of five kind developmental disorders under the umbrella term of PDD that involve impairments in reciprocal social interaction skills, communication skills and the presence of stereotypical behaviors, interests and activities.

a. Autism Spectrum Disorder (ASD)

Autism is the disabilities of neurological development which influence the ability of the people to communicate, understanding the language, and to interact with others. The majority of autisms isolate themselves from social interaction. Intellectually, most of them face mental retardation but others may smart or genius. Beside the problem with their social environment, the autism person often shows unusual movement or repetitive movement, too sensitive or less sensitivity with certain stimulate, tantrums, and showed her/ his aggressive.⁹

Autism students mean students that have any obstruction in their development include communication, Social interaction, and imagination activity.¹⁰ In another term Autism spectrum disorders are lifelong developmental disabilities that can impact

⁸ Alberta, *Teaching Students with Autism Spectrum Disorders*, (Canada: learning resources center, 2003), P:13

⁹ Daniel Muijs & David Renolds, *Effective teaching; teori dan aplikasi*, (Yogyakarta: pustaka pelajar, 2008), P:237

¹⁰ Safira Triantoro, *Autis Pemahaman Baru Untuk Hidup Bermakna Bagi Orang Tua*, (Jakarta:Graha Ilmu,-), P:9

how people understand what they see, hear and otherwise sense. This can effect in difficulties with social relationships, communication and behavior.

Autism spectrum disorder includes a range of Pervasive Developmental Disorders (PDD) that adversely affects a student's functioning. Students with autism spectrum disorder have an uneven developmental profile and a pattern of impairments in social interaction and communication and the presence of restricted, repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics range from mild to severe and may manifest in a variety of combinations. In addition Autism spectrum disorder appears before 3 years was approved by the disorder of social interaction, communication, the ability of play imaginatively, and stereotype.¹¹

The criteria for autism spectrum disorders are included below:

- (1) Qualitative impairment in social interaction, as manifested by at least two of the following:
 - (a) Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures and gestures to regulate social interaction
 - (b) Failure to develop peer relationships appropriate to developmental level
 - (c) Markedly impaired expression of pleasure in other people's happiness
 - (d) Lack of social or emotional reciprocity.

¹¹ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 295

- (2) Qualitative impairments in communication as manifested by at least one of the following:
- (a) Delay in or total lack of the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gestures or mime)
 - (b) In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
 - (c) Stereotyped and repetitive use of language or idiosyncratic language
 - (d) Lack of varied spontaneous make-believe play or social imitative play appropriate to developmental level.
- (3) Restricted repetitive and stereotyped patterns of behavior, interests and activities, as manifested by at least one of the following:
- (a) Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
 - (b) Apparently compulsive adherence to specific nonfunctional routines or rituals
 - (c) Stereotyped and repetitive motor mannerisms, e.g. hand or finger flapping or twisting, or complex whole-body movements
 - (d) Persistent preoccupation with parts of objects.¹²

¹² Alberta, *Teaching Students with Autism Spectrum Disorders*, (Canada: learning resources center, 2003), P:14-15

b. Asperger's syndrome

Asperger's syndrome shares many of the features of autism spectrum disorders. Students with Asperger's syndrome demonstrate significant difficulties with respect to social interaction. They also tend to display stereotypical behavior patterns. In addition, the student must possess at least average cognitive abilities and adaptive functioning skills.¹³

Even though Asperger's syndrome is a part of autism spectrum disorders, but there is a different between Asperger's syndrome and autism spectrum disorders. The students with Asperger's syndrome do not have clinically significant delays in early language development or significant delays in cognitive development. They usually do not have the same degree of difficulty in the development of age-appropriate self-help skills, adaptive behavior and curiosity about the environment in childhood.¹⁴ However, even though students with Asperger's syndrome may obtain scores in the average or above average range, they continue to demonstrate subtle but important differences in cognitive and social processing.¹⁵ I can summarize that they have disorder in term of social interaction but they do not miss language development. Generally they are smart and they have intelligent average or above.

¹³ Ibid;15

¹⁴ Ibid;15

¹⁵ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013),P; 143

c. Rett's Disorder

Rett's Disorder occurs only in females and is characterized by the development of significant deficits following a period of at least five months of normal development. Students with Rett's Disorder tend to display repetitive hand wringing movements and often have difficulty using their hands in a purposeful manner. In addition, there tends to be deceleration of head growth and motor coordination issues. As with all Autism Spectrum Disorders, students with Rett's Disorder display severe communication and social interaction impairments. Rett's Disorder is much less common than Autistic Disorder.¹⁶ They ever got normal development then they faced decrease/lose of abilities; hand functional disability and changed by hand wringing in 1-4 year.¹⁷

d. Childhood Disintegrative Disorder

Childhood Disintegrative Disorder is characterized by regression in multiple areas, e.g., expressive/receptive language, social skills, adaptive behavior, play skills, motor skills, and/or bowel/bladder control, following a period of at least two years of normal development. Students with Childhood Disintegrative Disorder also have significant communication deficits, social interaction impairments, and restricted,

¹⁶ Ibid; 143

¹⁷ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 295

repetitive and stereotyped behaviors and interests. This disorder is also referred to as Heller's Syndrome and is much less common than Autistic Disorder.¹⁸

e. Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)

Students who diagnosed with PDD-NOS have symptoms that are similar to but not identical to, those displayed by students with autism spectrum disorders. Many students with PDD-NOS are not diagnosed with autism spectrum disorders because their symptoms developed later than the diagnostic criteria stipulate or because they display symptoms that are not outlined in the diagnostic criteria. Students who display significant social or communication impairments or stereotyped behaviors or interests but who do not meet the criteria for any other Pervasive Developmental Disorder are generally diagnosed with PDD-NOS.¹⁹ In another word I can say that Pervasive developmental disorder-not otherwise specified (PDD-NOS) is a term of atypical autism diagnosis PDD-NOS which is for children who do not show all of the criteria in certain diagnosis (Autism Spectrum Disorder, Asperger, Rett Syndrome or Childhood Disintegrative Disorder)

From the explanations above it can be concluded that Autism Spectrum Disorder (ASD) which is known well in our society is another term of PDD (Pervasive Developmental Disorder). Autism Spectrum Disorder (ASD) is one of five categories under the umbrella term of PDD. They have similar characters but there are some specifications to differentiate among them.

¹⁸ Alberta, *Teaching Students with Autism Spectrum Disorders*, (Canada: learning resources center, 2003),P:16

¹⁹Ibid; 16

3. Inclusive Education

a. The definition of inclusive education

Inclusive education or we can say inclusive school is a new thing in Indonesia. Generally there are some definitions of it such as; inclusive education is an approach that seeks to transform the education system by eliminating barriers that can hinder any student to participate fully in education. The barriers can be from ethnic, gender, social status, poverty, and so on. In another word, Inclusive education gives educational services for students with special needs who are educated together with other students (common) in order to optimize their potential. Inclusive education is held based on the spirit to build an inclusive social system for building respectful and honoring diversity.²⁰

The school which held inclusive learning means the school accommodates the educational services for whole students either common or students with special needs in the same class with developed material for their needs and their competence.²¹

Another definition, Inclusive school is regular education which adapt for the needs of students who have differentiations and or have intelligence and special skill sit together with common students in whole systematic learning process. So, in another word inclusive educational or inclusive school is education in regular school which also accommodates whole students with special needs who have normal IQ,

²⁰ Ibid: 316

²¹ TIM Jurusan pendidikan luar biasa Fakultas Ilmu Pendidikan UNESA, Pengembangan Resource room di sekolah inklusif, (Surabaya:_, 2012), P: 2

especially for students who have intellectual challenge, special skill, special intelligence, and students who need special services.

There is also another definition for inclusive educational program or known as inclusive school as education services for the whole students in one area which consist of two types of students. They are normal children or children without special needs and Children with special needs such as; Visual Impairment, Hearing Impairment, Mental Retardation, Body Impairment and Cerebral Palsy, Learning Disability, Hyperactive, Emotional Disturbance, Speaking impaired, Autistic children, and Giftedness.²²

Based on the definition above, to know the intelligence of students with special needs, SMPN 29 Surabaya already asked their parents to consult with psychologist to get the psychology test for students with special needs. The purpose of this test is to get the data from students with special needs related with their intelligence, their problem in order to make inclusive teacher easy to direct or to guide them and also the result of the test is used to their social interaction with common students because the intelligence also influences their social interaction. The result of the test is also used to decide which school is appropriate for them; they are placed on inclusive school or in SLB (*Sekolah Luar Biasa*).

For inclusive school the teacher who has responsibility to handle students with special needs is the teacher who graduated from special education background as

²² Muhammad Ghufon, *Implementasi System Pendidikan Inklusi di MTs Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto*, (Surabaya: IAIN SA,-),p:18 (Unpublished)

inclusive teacher, other teachers who got education background or educational services for students with special needs and regular education teacher in order to design the assessment for students with special needs, to design the individual learning program for students with special needs. Children with special needs are taught full-time in a general education classroom by a regular education teacher and inclusive teacher. Some educators believe that all children are benefit from inclusion because it creates an authentic microcosm of the society.

For teacher who gives the direction to students with special needs are inclusive teacher and regular education teacher. Inclusive teacher gives the education services include non-academic service and special service and regular education teacher gives the educational service based on the subject that s/he teaches. So, it can be concluded that to apply English conversation independent class, English teacher cooperated with inclusive teacher or other teachers who got education background or educational services for students with special needs.

Then, to give the comfortable situation for students with special needs it is important to accommodate the place to serve non-academic service and special service for students with special needs in inclusive school. Nonacademic service and special service as explained in the background of study included talent, behavior, and PPI (*Program Pembelajaran Individual*); Individual Learning Program, the place is known as resource room. In Indonesia, the function of this place is as the place to give learning and teaching service in inclusive school where the students with special needs study well either academic or nonacademic. This resource room is completed

with special media and sometimes they enter to the regular class to learn some subjects and to interact with common students.

The purpose of the resource room is to minimalist the effect of different condition and disability of students with special needs. In resource room, the teachers have the responsibility to optimize their competence as the guarantee of their disabilities.²³ This is also appropriate with the program which did by SMPN 29 Surabaya. Based on the observation that the researcher did, the researcher found the room which called as resource room. This room is already suitable as the rooms to give the educational services either non-academic service or special service.

b. The class model of inclusive education

Class models of inclusive class are stated below:

- Regular class (full inclusion)

Regular class (full inclusion) is the class which accommodated students with special needs and common students sit together in one class all day all with the same curriculum.

- Regular class with cluster

Regular class with cluster is the class where students with special need study together with the common students in regular class with special group.

²³ TIM Jurusan pendidikan luar biasa Fakultas Ilmu Pendidikan UNESA, Pengembangan Resource room di sekolah inklusif, (Surabaya:_, 2012), P: 2-3

- Regular class with pull out

Regular class with pull out is the class where students with special need study together with the common students in regular class but sometime they were be pulling out from regular class to the resource room to get nonacademic services and special services from inclusive teacher and regular education teacher.

- Regular class with cluster and pull out

Regular class with cluster and pull out is the class where students with special need study together with the common students in regular class with special group and sometimes they were be pulling out from regular class to the resource room to get nonacademic services and special services from inclusive teacher and regular education teacher.

- Special class with integration

Special class with integration is the class where the students with special need study in regular class but it is only for such subjects.²⁴

From the definitions above showed that inclusive school placed all of students either common students or students with special needs in one community. They sit together in regular class in order to unite them in normal society. Then for the implementation of inclusive school forces the institution to build new design in some aspects such national curriculum, environmental adaptation, friendship, and realized

²⁴ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 330

from our society in term of understanding different among them. So the institution needs to do approaches to find out the way how to change the education system so that the students with special needs fully participate in educational system as a part of social community.

4. Independent class for students with special needs

Independent class can be called as individual class is a class for students with special needs dealing with nonacademic service and special education service. Inclusive teacher and regular teacher educate them in this class so that they can learn well. Independent class means students study specific subject or nonacademic subject individually or with their friends which have the same identification. Independent class for students with special needs held if the student with special needs has a schedule to get nonacademic service or special service or if they pulled out from regular school.²⁵

Independent class is on the room which is comfortable and has complete facility in order to support special service. For inclusion education in Indonesia there was a room which used for educational services for students with special needs. As mentioned before the room is known as resource room. This room is appropriate to do the learning and teaching process for independent class. To do the independent class, the teachers need to design individual education planning (EIP). EIP is a

²⁵ Ministry of education British Colombia, *Individual Education Planning for Students with Special Needs; A Resource Guide for Teachers*, (British: BCSSA, 2009), P: 5

documented plan developed by the teacher for a student with special needs that summarizes and records the individualization of a student's education program.²⁶

To get the best result of individual class or independent class for autism students, the teachers should design the individual education planning (IEP) for Autism students. In designing an IEP may include the team such as: the teacher(s), head master, specialist staff, school counselor, community specialists, parent(s), and the student if appropriate. The teachers who got the responsibility to apply IEP are the regular teachers and the inclusive teacher or the teacher who got the education of student with special needs. If the independent class is used for English conversation class it means that the English teachers with the inclusive teacher apply the IEP for conversation class. Remember that an IEP must include the goals that assessed the special needs, the strategies, services and resources to be used, measures for tracking students with special needs' achievement, and the adaptation or modifications the curriculum. An IEP involves a dynamic process of planning, monitoring, and evaluating.²⁷

It can be concluded that independent class which stated above is used for teaching English conversation independent class in PPI for Autism students. The items of IEP include media, strategy, and material for students with special needs especially for autism students is explained in the next segment.

²⁶ Ibid; 6

²⁷ Ibid; 7

5. Teaching English Conversation Class

a. The definitions of English conversation class

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. Teaching conversation is a part of speaking skill. The conversation is highly interactive and is in a collaborative conversational style. An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature. The conversation is highly interactive and is in a collaborative conversational style. Giving feedback or back channeling is the important aspect of talk as interaction. It involves responding to a conversational partner with expressions that indicate interest and a wish for the speaker to continue.

As mentioned above conversation is can be called as talk as interaction and the main features of talk as interaction can be summarized as follow; has a primarily social function, reflects the role of relationships, reflects speaker's identity, it can be

formal or casual, uses conversational conventions, reflects the degrees of politeness, employs many generic words, uses conversational register, and jointly constructed.²⁸

Talk as Interaction can be stimulated if the teachers give the students' opportunity to talk to each other what is important to them. In the communicative approach including conversation fluency take some priority than accuracy. Being fluency means being able to keep the language coming. Usually in conversation there will be mistakes, fillers, and repetitions but there are no unusually long pauses in the flow talk. In the conversation activities, the teacher tries to get the students to communicate their own ideas, their own opinions, and their own wishes. Actually, when the students communicate they are fully aware of the meaning that they produce to convey but the exact content of their message sometimes is unpredictable and the teacher cannot give them the exact language they need to communicate. Even though they will not always be accurate in term of using the language but it is not important as long as the hearers are able to be understood. As the hearer, the most important thing is giving feedback rather than interrupting to correct the pronunciation or grammar. The hearer just keeps the notes from inaccurate word then discusses later. The hearer is also has a task to stimulate the speakers so that they want to speak and express themselves in English.²⁹

²⁸ Jack C Richard, *Teaching listening and speaking from theory to practice*, (America: Cambridge university press, 2008), P: 19-22

²⁹ ICE, TEFL/ TESL: *teaching English as a foreign or second language*,(America: ICE publication, 1989), P:40-43

b. Teaching English conversation for autism students

Before we go on to the deep explanation about teaching conversation for autism students, let me give you a little bit features of English in Indonesia. In Indonesia, English is learnt as foreign language. A foreign language means English is only used inside the class and the outside the students do not meet the other communities speak or use English because they use their mother language. When the teacher teaches English, it is important to know which skill will be delivered to the students. Weather speaking, listening, writing, or reading but for secondary school the skill is usually integrated each other. Even though they are integrated but there is one skill which to be the main focus in learning and teaching process.³⁰

In this study, the skill that is delivered for autism students is English conversation which is part of speaking skill. The teachers should know what types of speaking. According to Brown and Yule's framework, there are three part version of speaking; talk as interaction, talk as transaction, and talk as performance. Talk as interaction is also called conversation as mentioned above is used to establish and maintain social relations. While talk as transaction is focus on the exchange of information and talk as performance is talk that transmits information before an audience, for example classroom presentations, public announcements, and speeches.³¹

³⁰ Jack C Richard, *Teaching listening and speaking from theory to practice*, (America: Cambridge university press, 2008), P: 21

³¹ Ibid; 27

As stated above, it can be concluded that teaching conversation is teaching speaking in part of talk as interaction. The best taught in teaching conversation is by providing examples embedded in naturalistic dialogs that model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say. One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and non-threatening. The topic that must be chosen is safe topics such as the weather, traffic, and so on. Another important thing in teaching conversation is giving feedback or back channeling. It involves responding to a conversational partner with expressions that indicate interest and a wish for the speaker to continue the dialogue.³²

6. Need analysis of English conversation for autism students

After the researcher explained the independent class for students with special needs and teaching Conversation for independent class. Now, because the researcher wants to design an English conversation independent class for Autism students in PPI, so it should do need analysis first.

In general term, needs analysis is also called needs assessment refers to the activities involved in gathering information that will serve as the basic to develop the

³² Ibid; 29-30

curriculum that will meet the learning needs of a particular group of students.³³ In more formal term, needs analysis or needs assessment is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.³⁴ It is used to accommodate the needs of students with special needs because it is an important part of effective educational programs for them. They only need small changes in the way they are instructed and tested to participate successfully in general education classes.³⁵

So, needs analysis or needs assessment for language is used to refer to the systematic collection and analysis of subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. The information data of subjective and objective can be got from questionnaires, test, interview, and observation. Objectives needs are those needs determined on the basis of clear cut observable data gathered about the situation, the learners, the language that students must eventually acquire, their present proficiency, skill level, and so forth. While subjunctives needs are generally more difficult to determine because they have to do with their wants, their desires, and their expectation.³⁶

³³ James Dean Brown, *The element of language curriculum*, (Boston: An International publishing company, 1995), P:35

³⁴ Richards J. C, Platt J & Weber H, *Longman dictionary of applied linguistics*, (London: Longman, 1985) P: 189

³⁵ Marty Beech, *Accommodations assisting students with disabilities*, (Florida: Florida Department of Education, 2010) P: 25

³⁶ *ibid*; 36

In addition, need analysis may be used for some purposes. For instance to find out what language skill a learner needs, to identify a gap between what students are able to do and to collect information about a particular problem are experiencing. Need analysis is conducted to give as much as information as possible.³⁷

To find out their needs in term of the appropriate strategy, material, and media to English conversation independent class in PPI for autism students their learning style. There are three main learning styles. A student may prefer one or a combination of all. Those learning style are:

- a. Visual is learns best by seeing for example watching demonstration or videos.
- b. Auditory is learns best by listening for example through verbal interactions with others or with self and
- c. Kinesthetic is learns best by doing for example performance or practice³⁸

It can be summarized that need analysis in this study is used to gather the needs of Autism students in English conversation independent class in PPI which focusing on the appropriate strategy, material and media by their learning style.

7. The strategies to teach English conversation for autism students

To conduct the strategies of teaching conversation independent class for autism students we also should know the classifications of autism students based on their intellectuality, because automatically it also influences teaching and learning process. Their intellectualities are 60% is under 50, 20% is about 50-70, and 20% is

³⁷ *ibid*; 40

³⁸ *Ibid*; 7

above 70.³⁹ It can be proved by psychological test and SMPN 29 Surabaya has done to do this.

Another book stated the ways to give the instruction for autism students are short, sustainable, clear, and consistence. Short means the instruction is only 2-3 words, if it is too long they will not understand. Sustainable means the instruction cannot be bargain or the autism students must do that. Consistence means every instruction must use the same word.⁴⁰

Virtually the students with autism spectrum disorders have difficulty with the pragmatics of communication—the interpretation and use of language in social situations. Even those individuals with adequate vocabulary and some command of language may have restricted understanding of social and conversational interactions. For some students, it may be necessary to provide structured teaching to develop the oral language needed for social and communicative play. Structured play opportunities that incorporate students’ interests can be an effective way to do this. Modeling, physical prompts, visual cues and reinforcement can be used to facilitate attention, imitation, communication and interaction.⁴¹

To facilitate social communication for autism students, the teacher can use structure interactions around students’ activity preferences and routines. Encourage informal and formal communicative social exchanges during the day. Simple

³⁹ Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini; Teori dan Aplikasi*, (Jakarta: Kencana Prenada Group, 2013), P: 293

⁴⁰ Jack C Richard, *Teaching listening and speaking from theory to practice*, (America: Cambridge university press, 2008), P: 29-30

⁴¹ Alberta, *Teaching Students with Autism Spectrum Disorders*, (Canada: learning resources center, 2003), P:76

drawings are also an effective strategy for teaching conversation skills. These drawings illustrate what people say and do, and emphasize what they may be thinking. Symbolic drawings can be used to represent basic conversational concepts, such as listening, interrupting, loud and quiet words, talk and thoughts. Colors may be incorporated to represent emotions. Pictures with scripts can also be used to develop conversation skills and communication appropriate to specific social contexts and situations.⁴²

Students with autism spectrum disorders have difficulty understanding subtle social messages and rules, and have problems interpreting the nonverbal communication of others. It may be helpful to provide students with concrete rules and present them in a visual format, by writing them down or incorporating them into social stories or comic strip conversations. Students also need opportunities for social interaction to practice communication skills.⁴³

Other strategies which can be used to give the instruction or to interact with autism students:

- Use short sentences and stress in each key word.
- Use visual in what you want to say.
- Autism students are easiest to catch the information visually.
- Use gesture consistently based on the key word.
- Use hand signal to help autism understand your instruction.

⁴² Ibid; 76

⁴³ Ibid; 76

- Avoid open-ended question.⁴⁴

8. The material to teach English conversation for autism students

The material to teach the students at school is related with the curriculum. Curriculum is a logically organized, developmentally appropriate set of learning outcomes categorized by subject or grade.⁴⁵ Curriculum which used for students with special needs in inclusive educational is KTSP (*Kurikulum Tingkat Satuan Pendidikan*), development curriculum, and the adaptation curriculum which is appropriate for their capability and their characteristics. The development curriculum can be done by modifying the time schedule and the content of the material.⁴⁶

Development curriculum is an instructional material and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Development should be considered for those students with special needs who are unable to access the curriculum such as autism students.⁴⁷ Then for adaptation curriculum is teaching and assessment material especially designed to accommodate a student' needs so they can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. In adaptation curriculum, a student is working on learning outcomes of any grades or course levels.

⁴⁴ Ibid; 78

⁴⁵ Ministry of education British Colombia, *Individual Education Planning for Students with Special Needs; A Resource Guide for Teachers*, (British: BCSSA, 2009), P: 30

⁴⁶ Direktorat pembinaan sekolah luar biasa, *pedoman manajemen dan pembelajaran sekolah inklusi tuna daksa ringan (D)*, (Jakarta: kementerian pendidikan nasional, 2010), P:7

⁴⁷ Ministry of education British Colombia, *Individual Education Planning for Students with Special Needs; A Resource Guide for Teachers*, (British: BCSSA, 2009), P:32

Yet, there are a little bit problems with the adaptation curriculum. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.⁴⁸ The advantage of development curriculum is to accommodate a student's educational needs that consist of individualized learning goals and outcomes.⁴⁹ Some future types of development curriculum include:

- a. The content and the evaluation related to the student's individual goals and outcomes.
- b. Only portion of the learning outcomes are addressed so that a student with special needs may participate in the classroom and feel success even though h/se is working at a conceptual significantly different from common students.
- c. Although related to the regular curriculum the goals for a student with special needs are significantly different.⁵⁰

9. The media to teach English conversation for autism students

Below are the alternative media which can be used by the English teacher to support her/his teaching process in English conversation:

- a. Directly moving a person or object to communicate, e.g. pulling the teacher to the door when the student wants to go outside

⁴⁸ Ibid; 81

⁴⁹ Ibid; 83

⁵⁰ Ibid; 84

- b. Using gestures or body actions to convey meaning, e.g. shaking the head to express negativity
- c. Using real objects to convey messages, e.g. bringing a jacket to indicate the desire to go home
- d. Using picture representations, e.g. the picture exchange system or PECS
- e. Using the voice without conventional words, e.g. saying “Ahah-ah” to indicate the need to use the toilet
- f. Using written messages by pointing at words or by writing, e.g. using a word processor to communicate
- g. Using sign language gestures.⁵¹

B. Previous study

There are some papers and thesis which became to be the previous study in order to prove and to make it strong that this study is different with others. So, it gives the new knowledge or is used to strength the other studies

The study is written by Niswatin Hasanah under the title “a study of English teaching techniques for autism students at inclusive educational program of SMPN 29 Surabaya” tried to analyze the teaching technique that the teacher implemented in the regular class where the autism students learn with common students and the problems faced by the teachers when s/he teaches them.⁵² Even though her study explained about the technique to teach English for autism students but it is used in regular class

⁵¹ Ibid; 77

⁵² Niswatin Hasanah, *a study of English teaching techniques for autistic students at inclusive educational program of smpn 29 surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

where the autism students sit together with common students in learning process not at individual education services. So, it is different with her study, this study is written to find out the solution for English teacher and inclusive teacher in order to teach English conversation for autism students as individual education services.

The study under the title “*Interaksi sosial siswa autis; study kasus di kelas inklusi SMPN 29 Surabaya*” written by Umi Latifah just give 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.⁵³

Knowing the implementation of teaching process in inclusive educational as the study entitled “*Implementasi Pembelajaran Inklusi di SDN Klampis Ngasem 1 Surabaya*” written by M. Syaikhuni sated the whole teaching process for all subjects and his study conducted in elementary school not in secondary school.⁵⁴

Another preview study is written by Muhammad Ghufron under the title “*Implementasi System Pendidikan Inklusi di Mts Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto*”. He stated generally about the planning system, the learning

⁵³ Umi Latifah, *Interaksi sosial siswa autis; studi kasus di kelas inklusi SMPN 29 Surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

⁵⁴ M. Syaikhuni, *Implementasi Pembelajaran Inlusi diSDN Klampis Ngasem 1 Surabaya*, (Surabaya: IAIN SA,-) (Unpublished)

process for whole subjects. He also stated the problems the he found during the learning process.⁵⁵

Rahmat Insani in his study entitled “*Pembelajaran Matematika bagi Anak Penyandang Autisme di Kelas G Laboratorium Sekolah Autisme Universitas Negeri Malang*”⁵⁶ tried to analyze the teaching technique used by the teacher in teaching mathematic for autism students. His study focuses on the laboratory class not in the resource room or in the inclusive class.

The study entitled “*Pendidikan Inklusif (bunga rampai pendidikan inklusi for all)*” is written by Bambang Diby Wiyono stated the foundation of inclusive school according to philosophy foundation, religion foundation, historical foundation, and juridical foundation.⁵⁷

In some articles such “Teaching Autism Students in Inclusive Classrooms” written by some autistic educators explained the principles and technique in teaching students with autism according to the some theories It just explained how to tech autism students based on the theory not combining both of theory and the result of field research.⁵⁸ Herriet Morris, in his article entitled “Autism in the Classroom; Practical Techniques for Teaching Students with ASD”⁵⁹ tried to analyze the attitudes

⁵⁵ Muhammad Ghufron, *Implementasi System Pendidikan Inklusi di Mts Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto*, Surabaya: IAIN SA (Unpublished)

⁵⁶ Rahmat Insani, *Pembelajaran Matematika bagi Anak Penyandang Autisme di Kelas G Laboratorium Sekolah Autisme Universitas Negeri Malang*, Surabaya: IAIN SA (Unpublished)

⁵⁷ Bambang Diby Wiyono, *pendidikan inklusif (bunga rampai pendidikaan inklusi for all)*, (malang: universitas negri malang, 2011) (unpublished)

⁵⁸ Niswatin Hasanah, *a study of English teaching techniques for autistic students at inclusive educational program of smpn 29 surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

⁵⁹ *ibid*

usually done by the autism students in the classroom. He explained the students' activities during the learning process and also explained the certain techniques that done by the teacher in teaching process.

Glen Dunlap offered some models of how to teach students with autism under the title. "Teaching Students with Autism". It explained the aspects and stages to teach autism students effectively.⁶⁰ Autism speaks Inc. presents an article entitled "Applied Behavior Analysis (ABA)".⁶¹ It focused on explaining a methodology for teaching autism students. The methodology explained was Applied Behavior Analysis. This article focused on relating the methodology with the characteristics of autism students. Another article entitled "Picture Exchange Communication System (PECS) for Children with Autism" is written by Albany and friends also offered a new teaching model for teaching students with autism. They said that this technique is an effective technique to guide the autism students to learn and life among others.⁶²

Based on the previous study that the researcher stated above, give the point of view that this study is different. It gives the solution on how to teach English conversation for autism students based on their three needs; strategy, material and media combining with some theories but those previous studies above told the technique which used by the English teacher to teach autism students in regular class, the interaction of among autism students with others in inclusive education, the implementation of inclusive education and teaching autism students.

⁶⁰ ibid

⁶¹ ibid

⁶² ibid