

**A STUDY OF ENGLISH TEACHING
TECHNIQUES FOR AUTISTIC STUDENTS AT
INCLUSIVE EDUCATIONAL PROGRAM OF
SMPN 29 SURABAYA**

THESIS



**Submitted in partial fulfillment of the requirement for the degree of
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emotional condition. The purpose of this educational service is to help the children in developing knowledge, attitude, and their skill as an individual. The students here are only children with special needs without any regular student.

This educational system build exclusivism line for children with special needs automatically. This line has blocked the interactional process of children with special needs and others. In fact, the children with special needs live in the same world as the other ones do. They should able to develop their knowledge, attitude and skill not only as an individual but also as autonomous society and interact not only to the children like them but also the whole of their extent.

In perceiving the right of the children with special needs community, inclusive educational concept is turned up. The one of International consensus impelled the inclusive educational system is Convention on the Rights of Person with Disabilities and Optional Protocol that announced at March 2007. Act 24 of this convention said that every country has the duty of conducting an inclusive educational system in every education unit level.¹

In conducting this point, Indonesian government has tried to implement an educational program that provides services for the whole of children. It is known as Inclusive Education. Different from common school, Inclusive education not only provides services for regular students but also for children

¹ Ifdlali, *Pendidikan Inklusi (Pendidikan Terhadap Anak Berkebutuhan Khusus)*, (<http://smanj.sch.id/index.php/arsip-tulisan-bebas/40-artikel/115-pendidikan-inklusi-pendidikan-terhadap-anak-berkebutuhan-khusus>, accessed on May 01,2012)

with special needs who come from variety of children psychology condition including student with autism.

Inclusive educational program which is a continuance of the global policy “Education for All” conducted by UNESCO 1990 is an educational program afforded to make students with special needs go to school along with their friends (normal ones). As explained in 20/2003/15 RI constitution “*pendidikan khusus merupakan pendidikan untuk peserta didik yg berkelainan atau peserta didik yg memiliki kecerdasan luar biasa yg diselenggarakan secara inklusif atau berupa satuan pendidikan khusus pada tingkat dasar dan menengah*”. The main purpose of this educational program is to impel the full participation of children with special needs in a civil society.²

According to the explanation about the definition of inclusive education, SMPN 29 Surabaya is one of institutions that were applying an inclusive educational program because it takes students with special needs to study along with other students (normal students) in the same place and time. As public school, SMPN 29 Surabaya uses a curriculum decided by the government and develops as the needed and the characteristic of students. The one thing that makes this school being special for the observer is the vision of this school. One

² *Ibid*

Chapter I Introduction that explained about the background of the study, the Problem Statement, the objectives of the study, the significance of the study, key terms, and also the research writing organization.

Chapter II contained the literature review that talked about theories of; first is *English Teaching Technique*; 1) the definition of English Teaching Technique; 2) the kinds of English Teaching Techniques. 3) the implementation of English Teaching Techniques. Second is *Autistic Children*; 1) the definition and characteristics of Autistic Children, 2) the autistic students teaching principle, 3) the problems on the using of teaching technique for autistic children. Third is about *Inclusive Educational Program*; 1) the definition of Inclusive educational Program; 2) the inclusive educational special services. The last is *Previous Study* that explained the previous study related to the certain study that had been conducted.

Chapter III explained the Research Methodology included the research design, type of the research, data and sources of data, data collection techniques, instruments of the research, and data analyses technique.

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.

- c. Interaction with nondisabled peers important for these students such as providing models of appropriate language, social, and behavioral skills.
- d. Consistency and continuity are very important for children with an autistic disorder.
- e. The directions given step-by- step, verbally, visually, and by providing physical supports or prompts are needed by the student.³⁹

The students have some strength and interests that need to find and emphasize building opportunities for the student to have social and collaborative interactions.

3. The Problems on the using of Teaching Technique for Autistic Children

Autistic children have any obstruction in their development that other students do not for example the weakness in their cognitive and emotional function, the obstacles in their communication and social interaction. Because of these disturbances, many problems had been forced by the teachers in teaching autistic students. Referred to the theories of teaching techniques and characteristics of autistic children, it can be identified some problems on the explanation below.

a. Presentation

The activities in this technique are teacher centered. The students only listen and try to understand what the teachers say.

³⁹ Muhammad Ghufon, *Implementasi System Pendidikan Inklusi di MTs Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto*, Surabaya: IAIN SA (Unpublished), 27

D. Data and Source of Data

Data means the information gotten in the study that is used to answer the problem statements.⁵

The data collected in this study included qualitative data. It is the data organized as words describing, pictures, documentations, etc. It includes:

- a. The kind of English Teaching techniques used by the teachers in teaching autistic students at SMPN 29 Surabaya
- b. The implementation of English Teaching techniques used by the teachers in teaching autistic students at SMPN 29 Surabaya
- c. The problems appear during the teaching process.

The data source is the subject where the data gotten.⁶ In addition, subject who becomes the data source of this study can be key informants and the relevant documentation.

The key informants of this study are the English teachers especially autistics' teachers and also the autistic students them selves. And another data sources are collected from the relevant documentations such as the lesson plan, the list of students and so on.

⁵ Lestari, *The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMA Muhammadiyah I Malang*, Malang: Unmuh (Unpublished), 18

⁶ *Ibid*

b. Second Observation (Regular class of 8f as autistic student 1's class)

Topic: *Asking, Giving, and reject for items*

Aspect: **Speaking**

1. Pre-Activity

The teacher began the activity by showing some writing tool pictures and asked the students to give full attention. Then she gave some examples of asking, giving, and rejecting for items expressions. For example, she showed a picture of pencil then she said “ May I borrow your pencil, Please?”. Then the teacher asked the students to follow the expressions pronounced by the teacher. It was repeated in several times. It seemed that she tried to raise the students' interest by introducing them about the topic and the material.

In the second observation, the researcher concluded that the teacher used multimedia and drilling techniques for pre-activity. It seemed that the teacher implemented the drilling technique well but she lacked in serving pictures as the media. It was limited on writing tools pictures.

During the Pre-activity, the teacher served a good performance. The teacher gave clear example of expression to the students and some times broke up the monotony by changing the speed or volume. The teacher explained some expressions in English language and made it meaningful with the multimedia.

and learning from each other”.²⁷

Based on the findings, both of two teachers implement the technique like the techniques procedures in the theories with some modification needs. It was in accordance with the inclusive theory, “The curriculum development can be done by some modifications: time modification, material modification, Learning Process Modification, and infrastructural modification”.²⁸

²⁷ Lain, *Ideas and Techniques for Teaching English Language Learners*, (<http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html>, accessed on May 24, 2012)

²⁸ J. David Smith, *Inklusi: sekolah ramah untuk semua*, Bandung: Nuansa, 67

and drilling techniques were used in Pre-activity, when the teacher did some introduction to the material. In teaching autistic student 2, one technique is collaborated to another. Some English teaching techniques such as modeling, multimedia, drilling, and using authentic material techniques were used in pre-activity, while-activity, and also post-activity. Presentation technique is also used to support the learning.

3. There were several problems that is deal with the characteristic of autistic students themselves faced by the teachers:
 - a. Asking-answering question: Student 1 looked as answering the question attractively whether had been answered by other students or no.
 - b. Drilling technique: The students looked bored and less in understanding material even autistic student 2 got difficulties in following the instruction.
 - c. Multimedia: The problems appeared when student 2 was given a picture, and she didn't interest with the pictures.
 - d. Modeling: The teacher looked so tired and exhausted in modeling the expressions.
 - e. Presentation: Both of autistic student 1 and 2 looked bored during the presentation activity, even autistic student 2 seemed as did not understand what the teacher had explained.
 - f. Cooperative groups: The teacher got difficulties in guiding autistic student 1 to make a peer because the student inclines in working alone.

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