

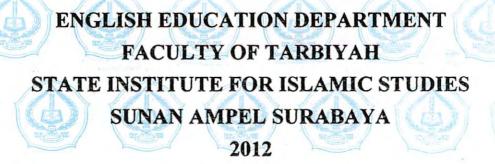


Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



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### APPROVAL SHEET

This thesis by NISWATIN HASANAH entitled A STUDY OF THE ENGLISH TEACHING TECHNIQUE FOR AUTISTIC STUDENTS AT INCLUSIVE EDUCATIONAL PROGRAM OF SMPN 29 SURABAYA has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

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### APPROVAL SHEET

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### **ABSTRACT**

Hasanah, Niswatin. 2012. A Study of English Teaching Techniques for Autistic Students at Inclusive Educational Program of SMPN 29 Surabaya. A Thesis. English Department, Faculty of Tarbiyah, State Institue for Islamic Studies Sunan Ampel Surabaya. Advisor: Dr. Muhammad Salik M.Ag.

Key Words: English Teaching Techniques, Autistic Students, Inclusive Educational Program.

Inclusive educational program provides services for the whole of students include autistic students. It is the fact that English teaching needs special techniques moreover for autistic students. Hence, the study focused on the English teaching techniques for autistic students at inclusive educational program of SMPN 29 Surabaya. The purposes of this study are; 1) To know the kinds of English teaching techniques implemented for autistic students at inclusive educational program of SMPN 29 Surabaya, 2) To describe the implementation of the techniques, 3) To find out the problems faced by teachers during the implementation of the techniques. This study applied some English teaching techniques procedures as the theories.

Since the study was used descriptive research design, the data used was qualitative data. The researcher conducted four classroom observations, two interviews and some document analysis to collect data.

The finding of the study showed that; 1) The techniques which were implemented for teaching autistic students at inclusive educational program of SMPN 29 Surabaya are asking-answering questions, cooperative groups, multimedia, drilling, presentation, modeling, and authentic material, 2) The techniques were implemented well. It was arranged in three phase activities; Pre-activity, While-activity, and post-activity, 3) there were several problems faced by the teacher in implementing the techniques. The problems are dealing with the characteristics of autistic students themselves. Considering the urgency of teaching technique, it needs to employ appropriate techniques for teaching English for autistic students.

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### CHAPTER I

#### INTRODUCTION

## A. Background of the Study

Education which has been claimed as a vital way to better human life is human right. 31<sup>th</sup> act of 1945 constitution "Bahwa setiap warga negara mempunyai kesempatan yang sama dalam memperoleh pendidikan" and 4<sup>th</sup> act of 20/2003 constitution about National Educational System prohibits federally funded programs from discriminating in their service on the basis of race, color, religion, sex, or national origin. It means that all students have the same chance to get education as well as regular children or children with special needs.

It is the fact that children with special needs are different from others. It is claimed they have weakness only, need help and love, even they think that education for children with special needs is only secondary needs. It is not true for all because every child has weakness and strengths. Therefore, children with special needs should be showed not only in their weakness but also their strength.

It is also the fact during this time children with special needs have special educational services appropriate with their weaknesses called as special education. The educational service called as SLB (Sekolah Luar Biasa) in Indonesia is an educational service for students with weaknesses in following the learning process because of their differences as well as their physical or

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. <sup>1</sup>

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

<sup>&</sup>lt;sup>1</sup> Ifdlali, Pendidikan Inklusi (Pendidikan Terhadap Anak Berkebutuhan Khusus), (<a href="http://smanj.sch.id/index.php/arsip-tulisan-bebas/40-artikel/115-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</a>, 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.<sup>2</sup>

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

<sup>2</sup> Ihid

of the visions of this school said that SMPN 29 will be a friendly place for all, as well as for students with special needs or normal ones.<sup>3</sup>

SMPN 29 Surabaya consisted of more than 50 students with special needs and more than 800 normal students.<sup>4</sup> As the preview observation, the learning process especially English teaching process in SMPN 29 Surabaya that followed by variety of children psychology condition is very difficult in the implementation because it needs a special technique moreover for students with special needs.

In this study, the researcher focused on the autistic students because autistic is being common disorder on this day. On the other word, the population of autistic children had increased in every year. According to the National Institute of Mental Health (NIMH) and the Centers for Disease Control and Prevention (CDC), autism disorder affects 2 – 6 of every 1,000 children, with the most recent statistic being 1 in 110.5

It is the fact that English Teaching for autistic children is not easy. It needs more patience, diligences, and more energy. It becomes very difficult because the autism children are different from other children. They have any obstruction in their development that regular children do not have for example the weakness in their cognitive and emotional function, the obstacles in their

<sup>&</sup>lt;sup>3</sup> SMPN 29 Surabaya, Website SMPN 29 Surabaya, (http://smpn29surabaya.sch.id/, accessed on May 01,2012)

<sup>4</sup> Ibid.

National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder, (https://docs.google.com/viewer?a=v&q=cache:m8I4CADGD6MJ:www.nimh.nih.gov/health/public ations/a-parents-guide-to-autism-spectrum-disorder, accessed on May 01,2012)

communication and social interaction. Because of these differences, the techniques in teaching English of autism children are also different from others.

It was very interesting to talk about and observe inclusive educational program, teaching techniques, and autistic students to increase knowledge and to open people perception that the children with autism should be expelled and get education in special education. There is another educational system such as inclusive educational program that make them learn, play and associate with the whole of society.

So, the researcher conducted the study about English Teaching Techniques for autistic students implemented at Inclusive Educational Program of SMPN 29 Surabaya to get more explanations and information about the English teaching technique used, the implementation of the technique, and also the problems appear during the teaching process.

### B. Statement of the Problem

- 1. What kind of English teaching techniques are implemented for autistic students at inclusive educational program of SMPN 29 Surabaya?
- 2. How does the teacher implement English teaching techniques for autistic students at inclusive Educational Program of SMPN 29 Surabaya?
- 3. What problems are faced by the teachers during the teaching techniques is implemented at inclusive educational program of SMPN 29 Surabaya?

# C. Objectives of the Study

- 1. To observe the English teaching techniques implemented for autistic students at inclusive educational program of SMPN 29 Surabaya.
- 2. To describe the implementation of English teaching techniques for autistic students at inclusive educational program of SMPN 29 Surabaya.
- To find out the problems faced by the teachers during the English teaching techniques was being implemented for autistic students at inclusive Educational Program SMPN 29 Surabaya.

## D. Significance of the Study

The study about English teaching techniques for autistic children in Inclusive Educational System at SMPN 29 Surabaya conducted by the researcher have two major benefits, they are:

### 1. The practical benefits

The researcher hopes the study can give useful information to the public reader about the kinds and the process of English teaching techniques implemented for autistic students at inclusive educational program of SMPN 29 Surabaya. It also could be a feed back for the English teachers and also inclusive teachers in conducting the learning process by referring to teaching techniques implemented and the problems appear during the techniques are being implemented. It is also expected to be a reference for the parents especially autistics' parents in monitoring their children education and language development.

The study hopefully can give new understanding, broader knowledge, and experiences for the researcher her self about English Teaching Techniques for autistic children in inclusive educational program in order to be a ready teacher and a good society.

### 2. Theoretical Benefits

The study is expected to enrich the theory of English teaching techniques not only for the autistic students but also the whole types of students especially in inclusive educational system. For the next researcher, the study can be useful to provide a scientific reference on the applied process of English Teaching Technique for autistic students.

## E. Scope and Limitation of the Study

The scope in this study was focused in the techniques implemented by the teachers in Inclusive educational Program at SMPN 29 Surabaya that contains one or more autistic students. It was focused in the teachers' techniques in teaching the autistic students at inclusive class and also the problems appear during the teaching process.

This study was limited on the objects and subjects of study. The study took Autistic students who studies at SMPN 29 Surabaya as objects. The researcher observed 2 autistic students that were taught by 2 different teachers. The study was conducted especially to observe English as subject of study, not another subject.

# F. Definition of Key Terms

- 1. Teaching is giving lessons for students in a school, college, etc.; to help some body learn something by giving information about it.6
- 2. Technique is a particular way to doing something, especially in one that involve a special skill or that you need learn and practice.<sup>7</sup>
- 3. Inclusive education is an educational system which provides educational services for the whole children.8 It means normal children go along with children with special needs without any discriminating in receiving some knowledge and whatever they need to achieve high standards.
- 4. Autistic Children are children who have disorder of neural development characterized by impaired social interaction and communication, and by restricted a repetitive behavior.9
- 5. English Teaching is a process of helping students to change the knowledge up about English Language.

# G. Research Report Writing Organization

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

<sup>&</sup>lt;sup>6</sup> Oxford Learner's Pocket Dictionary, Oxford: Oxford University Press

<sup>&</sup>lt;sup>7</sup> Diane Larsen, Techniques and Principles in Language Teaching (Second Edition). London: Oxfrod University Press, 4

<sup>8</sup> J. David Smith, *Inklusi: sekolah ramah untuk semua*. Bandung: Nuansa, 7 9 Triantoro Safaria, *Autisme*. Yogyakarta: Penerbit Graha Ilmu, 9

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.

### **CHAPTER II**

### REVIEW OF RELATED LITERATURE

### A. English Teaching Technique

## 1. The Definition of English Teaching Technique

According to Brown, *teaching* is helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand. He states further that teaching is guiding and facilitating learning, enable the learner to learn setting, and condition for learning.<sup>1</sup>

Teaching can not be separated from the term "Learning" because the presence of teaching is as a tool the presence of learning. Learning is acquiring of knowledge of subject or a skill by studying, experience and instruction. In a broader definition, Brown suggests that Learning is an effort to change a behavioral disposition and capability which not simply ascribable to the process of growth.<sup>2</sup>

From the definition of teaching that explained as tools of learning, it spells out governing for choosing certain technique. According to Reharge "Teaching techniques are the ways in which the teaching of specific subject matter

<sup>&</sup>lt;sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, San Francisco: State University, 39

<sup>&</sup>lt;sup>2</sup> Ibid

goes on which are studied in courses on curriculum and instruction in reading, science, social studies, mathematics, English, and the like".

How about English Teaching Technique? It can be taken a note out that English Teaching Technique is particular way in the process of help the students in changing the knowledge up about English subject as well as English as second language or foreign language.

## 2. The Kinds of English Teaching Technique

Teaching English can be challenging, difficult, even resentful. So that it needs some suitable techniques to make it interesting and effective.<sup>4</sup> Many kind of techniques usually used by the teachers in teaching English in their class.

### a. Presentation

Presentation is a technique used by the teachers frequently in the classroom. It involves explaining material to the students, usually in a classroom, but sometimes in a work setting.<sup>5</sup>

This technique was used by many teachers for a long time ago. The activities in this technique are teacher centered. The students just listen and try to understand what the teachers say.

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<sup>&</sup>lt;sup>3</sup> Lestari, The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMA Muhamadiyah I Malang, Malang: Unmuh (Unpublished), 10

<sup>&</sup>lt;sup>4</sup> *Ibid*, 15

<sup>&</sup>lt;sup>5</sup> Jessica Cook, Oral Presentation, (http://www.ehow.com/about 6324248 definition- oral-presentation .html, accessed on May 01, 2012)

## b. Repeat and Re-phrase

The repeat and re-phrase technique is a technique might help the students to know various vocabularies and understand how it is used. It increases higher level learning, understanding, and self-confidence in students.<sup>6</sup>

By using this technique students have opportunities to understand the question and answer it without help.

### c. Modeling

Modeling is one of teaching techniques that is used to make both the language and contents more accessible for students. In the activities, the teacher creates a context such as in the material.<sup>7</sup>

Modeling technique is usually used to practice dialogue or conversation. It assists by giving the learner information and a remembered image that can serve as a performance standard. So, the students hopefully get a deep sense of the material.

# d. Drilling

Drilling means listening the teacher, or tape or another student, and repeating what is heard.<sup>8</sup>

<sup>&</sup>lt;sup>6</sup> 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)

<sup>&</sup>lt;sup>7</sup> Rain S. Bongolan, Six Keys Strategies,

http://esl.about.com/od/eslefteachingtechnique/ESL\_EFL\_Teaching\_Techniques\_and\_Strategies.ht

m, accessed on May 24, 2012)

<sup>&</sup>lt;sup>8</sup> Routledge Flamer, Survival Teaching, New York: British Library, 1911

Drilling helps the students in memorizing new language effectively because students are given excellent model of pronunciation immediately before they are asked to respond.<sup>9</sup>

From the definition, it can be conclude that drilling is suitable for the firs language learners (new vocabularies or conversations).

### e. Authentic Material

Using authentic materials means using examples of language produced by native speakers for some real things. It can be a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket and so on. 10

It is the fact that using authentic materials is an effective teaching technique. It increases students' motivation and interest because it uses real object as media, not only imagination.

### f. Music and jazz chant activities

Music and jazz chant activities is a technique that uses easy music to get stuck in understanding material.<sup>11</sup> It is expected that students will more easily remember large amounts of important information.<sup>12</sup>

10 Simon Sweeney, Authentic Materials,

<sup>9</sup> Ibid

<sup>(</sup>http://peo.cambridge.org/index.php?option=com\_content&view=article&id=55:authentic-

materials-&catid=2:general-articles&Itemid=8, accessed on May 01,2012)

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)

<sup>12</sup> Ibid

The music and jazz chant activities can be used during memorization activity. As a means of participation to learn new words or short concepts, remembering lists, rules, and so on.

### g. Multimedia

Multimedia that can be visual aides, audio aides, maps, pictures and so on can provide students with a better grasp of the concept. 13

In addition, these sorts of techniques spice up the classroom and keep things interesting. By implementing the use of various multimedia, the class can remain focused and also entertained.

# h. Quiz (Asking and Answering Questions)

Questions and answers are essential components of teaching and learning. It is used to help the teacher to access how well the students understand the material. It also will enrich the students' thinking skill.<sup>14</sup>

This technique is usually done in many ways. Seldom, the teachers give the students some questions to answer. Another activity, the students are asked to make some questions that will be answered by other ones.

# i. Cooperative Groups, Peer Coaching

Cooperative Groups is a teaching technique that optimizes personalized student learning time as each student can get personalized

<sup>13</sup> Ibid

Rain S. Bongolan, Six Keys Strategies,

<sup>(</sup>http://esl.about.com/od/esleftteachingtechnique/ESL EFL Teaching Techniques and Strategies.ht m, accessed on May 24, 2012)

attention even if it is not given by the teacher. It creates a community setting and gets students into helping each other and learning from each other. 15

On this day, cooperative technique formed in some methods such as CTL, Jigsaw, and so on.

# j. Pre-instruction activities (mind mapping, graphic, chart)

Pre-instruction activities are teaching techniques that provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back. From this technique, the learning outcome is that the students will require a lot of independent work. 16

The pre-instruction technique could be applied in the introduction of a new concept or idea. Additionally, the teacher can use this technique to give instructions on a topic that the student will research and develop alone.

# 3. The Implementation of English Teaching Techniques

### a. Presentation

The implementation of presentation technique emphasizes the teacher's presentation skill. Teacher should give a good performance such as a clear voice, an understandable explanation, and so on. 17

<sup>15</sup> 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)

<sup>16</sup> Ibid

<sup>17</sup> Jessica Cook, Oral Presentation, (http://www.ehow.com/about 6324248 definition- oral-presentation .html, accessed on May 01, 2012)

Jessica Cook delivers some activities to implement presentation technique in teaching learning classroom.

- a. Explaining the students about the aim and the main idea of the teaching learning process
- b. Explaining the material clearly
- c. Taking a conclusion about the material explained. 18

Because of the difficulties in the using of presentation technique, for example it is difficult in motivate the students to learn, it need to combine this technique with another technique to make it more effective.

### b. Repeat and Re-phrase

The repeat and re-phrase strategy is used in the classroom to promote, achieve, or ensure, understanding of a given topic, standard, or question.<sup>19</sup> So, the main activities in this technique are:

- 1. The teacher exposes the student to new language
- 2. The students could spell the language in repetition,
- 3. The teacher use the new language associated with old language to make the meaning clear. For example: "The girl avoided the water." Used to teach the vocabulary term "avoid."

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<sup>18</sup> Ihid

<sup>&</sup>lt;sup>19</sup> Lain, Ideas and Techniques for Teaching English Language Learners,
(<a href="http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html">http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html</a>, accessed on May 24, 2012)

4. The sentences of new language form re-phrases in other question in order to acquire a better understanding of the English language.<sup>20</sup> For example: if a student doesn't understand the question "what is the meaning of an adjective?" Then the teacher can respond by either repeating, and/or if understanding is still not reached, re-phrasing the question to promote the student's application of knowledge. The question could be re-phrased as: "What does an adjective do?" This also helps with future questions as the student will better understand the meaning of the posed question.

## c. Modeling

Modeling technique assists by giving the learner information and a remembered image that can serve as a performance standard. It is expected to make the students get a deep sense of the material.

Based on the goal of this technique, Rain explains that the teacher should cover activities below in implementing modeling technique<sup>21</sup>:

- 1. Providing a meaningful context for the material
- Providing visual, auditory, kinesthetic (movement) for illustrating important aspects of the concept/skill
- Periodically checking the student understanding with questions, remodeling steps when there is confusion.

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<sup>20</sup> Ihid

<sup>&</sup>lt;sup>21</sup> Rain S. Bongolan, Six Keys Strategies,

http://esl.about.com/od/esleftteachingtechnique/ESL\_EFL\_Teaching Techniques and Strategies.ht
m, accessed on May 24, 2012)

18

4. Modeling should practice at least three times before beginning to scaffold

your instruction.<sup>22</sup>

d. Drilling

A drill is a classroom technique used to practice new language. It

involves the teacher serving a word or a sentence and the learners repeating it.

**Teacher:** I like cheese

Learners: I like cheese

**Teacher:** I like apples

Learners: I like apples

Teacher: I like Sue etc.

According to Routledge Flamer, there are some essential activities in

drilling. First, the teacher loud the language taught clearly. Second, students

simply have to repeat words or phrases after the teacher. Third, those activities

(First and second) are repeated in several times.<sup>23</sup>

Additionally, the teacher should break up the monotony by *changing* 

the speed or volume you use to avoid students boring and varying the approach

can make it more enjoyable and encourage students to participate more fully.<sup>24</sup>

e. Authentic Material

With authentic material, teacher could use variety of activities to

demonstrate students' understanding of concept or language. In addition, the

<sup>22</sup> Ibid <sup>23</sup> Routledge Flamer, Survival Teaching, New York: British Library, 1911 <sup>24</sup> Ibid

teacher should ensure that the authentic materials are appropriate to students' assessed language development level, theme, and students' condition.

To make it more effective, Symon offers some activities in implementing this technique.<sup>25</sup>

- 1. The teacher should make a list of the students' favorite.
- 2. One of these items is selected for the first authentic material.
- 3. If the child looks interested in the item, the request is spoken aloud ("Oh. you want the cookie!; For example) You can have it!").
- 4. The students are given more than one authentic material.
- 5. The students are invited to dialogue about the authentic material, <sup>26</sup> for example, asking the students "What do you see?" at the same time pointing out the "I see ".

## f. Music and jazz chant activities

The music and jazz chant activities can be used during memorization activities. It means that students learn new words or short concepts, remembering lists, rules, and so on.

The main activities here are arranging new words or material into an easy song and then sing the song happily. There are many steps in the implementation of this technique.<sup>27</sup>

<sup>&</sup>lt;sup>25</sup> Simon Sweeney, Authentic Materials, (http://peo.cambridge.org/index.php?option=com\_content&view=article&id=55:authenticmaterials-&catid=2:general-articles&Itemid=8, accessed on May 01,2012)

26 Ibid

- 1. Choose a topic of interest to the students.
- 2. Use "real" language that is useful and appropriate for the age of your students. ("What's your name?" is real language. "What is your name?" is not real language
- 3. For a vocabulary chant, choose 3 vocabulary words—a 2-syllable word, a 3-syllable word, and a 1-syllable word and put them together with a bit of repetition:

Baseball, basketball, golf.

Baseball, basketball, golf.

Baseball, basketball, basketball

Baseball, basketball, golf.<sup>28</sup>

### g. Multimedia

These multimedia activities can be various as the teacher wants. No certain activities here, but it usually can be used as an introduction to vocabulary terms, concepts, teaching places (names/locations), teaching specific behaviors (cultural). Additionally, teaching parts of speech can be done using these media as visual aides for actions, colors, etc. Multimedia can also

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

<sup>28</sup> Ibid

be used to show language in practical use, dialog, or visual or audio to materials read. Audio samples can also be used in teaching sounds of letters or words.<sup>29</sup>

In addition, the teacher should ensure that the multimedia are appropriate to students' assessed language development level, theme, students' condition, and also the aspect of language learnt whether it is speaking, listening, reading, or writing aspect.<sup>30</sup>

## h. Quiz (Asking and Answering Questions)

Asking and Answering technique is usually done in many ways. Seldom, the teachers give the students some questions to answer. Here, teacher gives details of questions with Wh-Question (who, what, where, when, why) or Yes- No questions. Then the students are asked to answer the question on oral or writing tasks. The teachers might arrange the activities in many ways such as game activity.31

Another activity, the students are asked to make some questions that will be answered by another one. Here, the teachers' role is only being a guide. Each of students has to question by their selves. The questions made are exchanged between students and must be answered. In the end of activities, the answers are back to the student who makes the question to be discussed.<sup>32</sup>

<sup>&</sup>lt;sup>29</sup> Ibid

<sup>31</sup> Rain S. Bongolan, Six Keys Strategies,

<sup>(</sup>http://esl.about.com/od/esleflteachingtechnique/ESL EFL Teaching Techniques and Strategies.ht <u>m</u>, accessed on May 24, 2012) <sup>32</sup> *lbid* 

## i. Cooperative Groups, Peer Coaching

On this day, cooperative technique formed in some methods such as CTL, Jigsaw, and so on. Each method has the own activities.

The common activities in implementing Cooperative groups are<sup>33</sup>:

- 1. The students are divided into groups of two, three, and four and so on.
- 2. Each group is given an assignment
- 3. For instance, students then pair up with one other student in the group and share their thoughts on the material. This is a good way for students to gain the perspective of other students in the group in regard to material.<sup>34</sup>

## i. Pre-instruction activities (mind mapping, graphic, chart)

Many activities can be done here. For example, a chart may compare new materials with old thus drawing a line between the two that the student can follow. These activities also draw the student into the new concept to keep them motivated and interested in what is being taught. Mind mapping can be formed to take the main concept in and from the concept and the perfect material will be taken out.35

From the explanation above, it can be taken a note about the activities in implementing this technique.

<sup>33</sup> 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)
<sup>34</sup> *Ibid* 

<sup>35</sup> Ibid

- 1. The teacher provides the students with notes, or something to look back on to relate the new information.
- 2. The students are asked to develop the material by looking back to the notes or main concept had been given.
- 3. The teacher asked question about the finding of the material developed by the students.

#### B. Autistic Children

### 1. The Definition and Characteristic of Autistic Children

Autistic children are children that have any obstruction in their development include communication, Social interaction, and imagination activity.36

On this day, Autism disorder is clarified into 5 types. They are:

- a. Classical Autism, the highest disorder that could caused dumb
- b. Syndrome Asperger, autistic with high intelligent
- c. Disintegrative Disorder children, attracted after 2-3 years old
- d. Syndrome Ret, the disorder in Neurologies
- e. Another Disorder differs from the other preceding disorder.<sup>37</sup>

<sup>&</sup>lt;sup>36</sup> Safira Triantoro, Autis Pemahaman Baru Untuk Hidup Bermakna Bagi Orang Tua, Jakarta:Graha Ilmu, 9

37 Ibid

The tendency of autistic could be detected before 3 years old. It could be detected by analyzing the characteristics of the autism children are different from normal children as follow:

- a. Absence of eye contact (when directly in front of the child, they may look in every direction, except at the individual in front of them).
- b. Apparent aloofness
- c. Lack of interest in other children and what the others are doing.
- d. Lack of response to verbal requests and concept
- e. No response when name is called
- f. Avoidance of physical contact (even with parents and siblings)
- g. Indifference to others in distress or pain.
- h. Inability to plan, organize, solve problems.<sup>38</sup>

# 2. The Autistic students Teaching Principles

Autistic students are ones of students with special needs. So, children with autistic disorder need some special learning such as:

- a. In improving communication, social, academic, behavioral, and daily living skills need more focused.
- b. The classroom environment structured will make the program consistent and predictable.

National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder, (<a href="https://docs.google.com/viewer?a=v&q=cache:m814CADGD6MJ:www.nimh.nih.gov/health/publications/a-parents-guide-to-autism-spectrum-disorder">https://docs.google.com/viewer?a=v&q=cache:m814CADGD6MJ:www.nimh.nih.gov/health/publications/a-parents-guide-to-autism-spectrum-disorder</a>, accessed on May 01,2012)

- 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.<sup>39</sup>

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.

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

It was very difficult for autistic students because they lack of response to verbal requests and concept. In this technique, autistic students should listen explanations only whereas they need Interaction with nondisabled peers such as providing models of appropriate language, social, and behavioral skills. 40

## b. Repeat and Re-phrase

In using this technique, students should have opportunities to better understand the question and answer without help. Here, the teacher use the new vocabulary associated with old vocabulary to make the meaning clear. The sentences of new vocabularies form re-phrases in other question in order to acquire a better understanding of the English language. 41

This technique might be an effective technique on teaching the normal students because it guides the students to try and think the new concept independently. But for autistic students who lack of response to verbal requests and concept and inability to plan, organize, and solve problems will know nothing. Because of their weakness in the response of verbal request, concept and could not solve the problems, they will not know what should they do.

<sup>&</sup>lt;sup>41</sup> 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)

## c. Modeling

The main activity in modeling is giving the learner information and a remembered image that can serve as a performance standard.<sup>42</sup> It might be an effective technique for autistic students because it provides some visual activities. But in other side, it needs a long time to make students understand about the material contained in modeling technique.

## d. Drilling

Drilling helps the students in memorizing new language effectively because students are given excellent model pronunciation immediately before they are asked to respond.<sup>43</sup>

The problem will appear if the teachers only focus on students' fluency with no focuses on the students' understanding. They might know the language but not the meaning of the language.

### e. Authentic Material

Using Authentic Material means using examples of language produced by native speakers for some real things. It can be a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket and so on.<sup>44</sup>

<sup>&</sup>lt;sup>42</sup> Rain S. Bongolan, Six Keys Strategies,

<sup>(</sup>http://esl.about.com/od/esleftteachingtechnique/ESL EFL Teaching Techniques and Strategies.ht m, accessed on May 24, 2012)

All Routledge Flamer, Survival Teaching, New York: British Library, 1911

<sup>44</sup> Simon Sweeney, Authentic Materials, (http://peo.cambridge.org/index.php?option=com content&view=article&id=55:authenticmaterials-&catid=2:general-articles&Itemid=8, accessed on May 24, 2012)

It is a good teaching media. It increases students' motivation and interest because it uses real object as media, not only imagination. But for autistic students, the authentic material must be simple one. Back to the autistic's character that inability to plan and understand a complicated thing.

### f. Music and jazz chant activities

The problems might also be found by the teacher when the teachers use Music and Jazz chant activities on the teaching English for Autistic students. In conducting this technique, the teachers should choose the simple and easy song to combine the material.<sup>45</sup> They must work hard to choose the suitable songs. It will be well if the autistic students like song. They will enjoy in received the material however it's difficult.

But if the students do not like songs, they will in care to the teaching process. They might be feel bored and no material they will understand.

### g. Multimedia

As the Music and jazz chant activities, Multimedia technique also refers to the mood of autistic students. If the students like the one of multimedia such as picture, Visual aides, audio aides, map, and so on, the teaching technique will be effective. The teacher will found no problems. Even it will be very

<sup>&</sup>lt;sup>45</sup> Lain, Ideas and Techniques for Teaching English Language Learners,

(<a href="http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html">http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html</a>, accessed on May 24, 2012)

effective technique because it can spice up the classroom and keep things interesting.<sup>46</sup>

But not all students like multimedia. One or more of them might be do not like it. If they do not like any multimedia, the problems will be faced by the teacher. The teacher will find the students bored and pain. Seldom, the students will understand nothing.

### h. Quiz (Asking and Answering Questions)

The success of this technique depends on the autistic students' skill. If they have ability in answering question, it will stimulate them to think and learn. But for many autistic students who lack of response to verbal requests and concept and inability to plan, organize, and solve problems will do nothing. Because of their weakness in solving the problems, they will not know what they should do.

# i. Cooperative Groups, Peer Coaching

The main activity in using Cooperative Groups/ Peer Coaching is learning along together. Students are able to take in more information at one time while developing relationships and community among students themselves.<sup>47</sup> It very difficult technique if it is used for autistic students who lack of interest in other children and what the others are doing.

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<sup>46</sup> Ibid

<sup>&</sup>lt;sup>47</sup> Lain, Ideas and Techniques for Teaching English Language Learners, (<a href="http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html">http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html</a>, accessed on May 24, 2012)

Autistic students are the same as others in distress or pain and apparent aloofness. It will be a problem for the teachers to make the students working along with their friends. It will be a difficult process for the students to open their own world to the other worlds

### j. Pre-instruction activities

Pre-instruction activities provide the students with notes, or something to look back on to relate.<sup>48</sup> It will be effective technique on English teaching because the teacher can use this technique to give instructions or notes on a topic that the student will later research and develop alone.

This technique might be an effective technique on teaching the normal students because it guides the students to try and think the new concept independently and guide them to develop the material their selves. But for autistic students who lack of response to verbal requests and concept and inability to plan, organize, and solve problems will know nothing. Because of their weakness in the response of verbal request and concept also could not solve the problems, they will not know what should they do.

## C. Inclusive Educational Program

## 1. The Definition of Inclusive Educational Program

For the time being, inclusive educational system has been exposed in act 31<sup>th</sup> of constitution 1945 and 4<sup>th</sup> act of constitution 20/2003 about National

<sup>48</sup> Ibid

Educational System prohibits federally funded programs from discriminating in their service on the basis of race, color, religion, sex, or national origin. It means that education is human right even an individual that are different from.

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.<sup>49</sup>

Inclusive education is an educational program that provides services for the whole of children. It is known as an effort to make sure students with special needs go to school along with their friends while receiving some knowledge and whatever they need to achieve high standards and succeed as learners.<sup>50</sup>

The National Center on Educational Restructuring and Inclusion developed the following working definition of inclusive education: "Providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and

50 Ibid

<sup>&</sup>lt;sup>49</sup> Ifdlali, *Pendidikan Inklusi (Pendidikan Terhadap Anak Berkebutuhan Khusus)*, (<a href="http://smanj.sch.id/index.php/arsip-tulisan-bebas/40-artikel/115-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</a>, accessed on May 01, 2012)

support services, in age appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society". 51

The basic principle in this system is "Similarity". In inclusive education there are no abuses and put low of someone because it believes that human has their own ability. So if it is possible, the whole students should learn together without any differences and discriminating. It means every student is one part of the class; they will help one another until they get whatever they need.<sup>52</sup>

# 2. The Inclusive Educational Special Services

As the definition, inclusive educational Program is a special educational service for some special students. Because of it special, it also has special system such as in the curriculum, the teachers, the students, and placement alternative.

About the curriculum, inclusive educational program uses regular school curriculum (national curriculum) that improved as the students' characteristic. The curriculum development can be done by these modifications: time modification, material modification, Learning Process Modification, and infrastructural modification. 53

The main teacher in inclusive educational program consist of regular educators and special needs educators. Regular educators are educators who teach certain subject for the whole of children in regular class. And special needs

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<sup>51</sup> Ibid

<sup>53</sup> Muhammad Ghufron, Implementasi System Pendidikan Inklusi di MTs Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto, Surabaya: IAIN SA (Unpublished), 17

educators are educators who understand about special needs educational principles.<sup>54</sup>

As the definition of inclusive educational program as education services for the whole of children, the students of inclusive educational program consist of two types of children they are; normal children/children without special need 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.<sup>55</sup>

About the placement alternative, inclusive educational program make some classes available:

- 1. Regular class/full inclusion. It is class where the students with disabilities get educational services along with regular students.
- 2. Cluster. It means the students are in class where the normal children study but students with disabilities are grouped by special teacher guider.
- 3. Pull out. It means they take from the regular class out and get in special room by a special teacher to get a therapy or learning as they need.
- 4. Cluster and pull out. It is the combination of Cluster and Pull out. 56

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<sup>54</sup> Ibid.

<sup>55</sup> *Ibid*, 18

<sup>&</sup>lt;sup>56</sup> Florida Developmental Disabilities Council, *Inclusion White Paper*, Florida: Florida State University, 11/26/02 © 2002.

## D. Previous Study

Many articles and previous studies became references on this study. It is expected to become a continuation of the previous studies.

Nanik Irawati in her Thesis entitled "The Study of Process Teaching and Learning Vocabulary at Sekolah Luar Biasa Bina Bangsa" tried to analyze the English learning Process in Special Needs Educational system especially on the vocabulary. This study was conducted in SLB Bina bangsa Ngalom Sepanjang. On her thesis, Nanik Irawati did not take the whole of children as subjects but she concentrated to the student with hearing impairment. Different from her study, the study was concentrated to autistic students and it covered not only vocabulary but over the whole of English subject.

About Inclusive Educational Program, M. Syaikhuni in his thesis entitled "Implementasi Pembelajaran Inlusi di SDN Klampis Ngasem 1 Surabaya"<sup>58</sup> had described the learning process at SDN 1 Klampis Ngasem Surabaya including the planning system, the learning process, and also the evaluation system that was been conducted at SDN 1 Klampis Surabaya. On his study, he took Islamic as the subject. The result of the study, M. Syaikhuni found that the planning system, the learning process, and also the evaluation system of SDN 1 Klampis Ngasem Surabaya are like the planning system, the learning process, and also the

<sup>&</sup>lt;sup>57</sup> Nanik Irawati, The Study of Process Teaching and Learning Vocabulary at Sekolah Luar Biasa Bina Bangsa, Surabaya: IAIN SA (Unpublished)

<sup>&</sup>lt;sup>58</sup> M. Syaikhuni, *Implementasi Pembelajaran Inlusi diSDN Klampis Ngasem 1 Surabaya*, Surabaya: IAIN SA (Unpublished)

evaluation system of public school with some simplifying that appropriated to the students' condition.

The similar research was done by Muhammad Ghufron that described the learning process of inclusive Educational Program in Mts Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto.<sup>59</sup> He also talked about the planning system, the learning process even he also took Islamic as the subject. At last, they also explained the problems during the learning process.

As well as M. Syaikhuni and Muhammad Ghufron, Siti Suamah also represented a thesis entitled "Implementasi Bimbingan dan Konseling untuk anakanak berkebutuhan Khusus di SMPN 29 Surabaya". This thesis concerned about the behaviour illumination conducted at SMPN 29 Surabaya where one place of this certain study was. In her thesis, Siti Suamah talked broadly about the kind of Students with special needs, their characteristics, and the behaviors illuminate them. The three of previous studies above were referred to the implementation of Inclusive educational program. It took very large area. Different from the study, this certain study was focused on the one of those areas only and made it detailed. The researcher also took one type of students only at inclusive educational program with the specific subject; English subject.

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

Siti Suamah, Implementasi Bimbingan dan Konseling untuk anak-anak berkebutuhan Khusus di SMPN 29 Surabaya, Surabaya: IAIN SA (Unpublished)

In an article entitled "Teaching Autism Students in Inclusive Classrooms" that is arranged by some autistic educators explained the principles and technique in teaching students with autism according to the some theories<sup>61</sup>. It was not a study case like the study conducted but it was a literature study. It consisted of PECS and ABA techniques.

Herriet Morris, in his article entitled "Autism in the Classroom; Practical Techniques for Teaching Students with ASD"62 tried to analyze the attitudes usually done by the autistic 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 them.

Glen Dunlap offered some models for how to teach students with autism. He wrote out the models in his articles entitled "Teaching Students with Autism".63 It explained the aspects and stages to teach autistic students effectively.

Rahmat Insani in his thesis entitled "Pembelajaran Matematika bagi Anak Penyandang Autisme di Kelas G Laboratorium Sekolah Autisme Universitas Negeri Malang"64 tried to analyze the teaching technique used by the teacher in teaching autistic students there. This study concerned on the teaching technique

62 Herriet Morris, Autism in the Classroom; Practical Techniques for Teaching Students with ASD, (http://harriet-morris.suite101.com/autism-in-the-classroom-a21786, accessed on May 24, 2012)

Glen Dunlap, Teaching Students with Autism, (http://www.ericdigests.org/2000-3/autism.htm,

accessed on May 24, 2012)

<sup>61</sup> Teaching Autism Students in Inclusive Classrooms. (http://www.child-autism-parent-cafe.com/autism-students-in-inclusive-classrooms.html, accessed on May 24, 2012)

<sup>&</sup>lt;sup>64</sup> Rahmat Insani, Pembelajaran Matematika bagi Anak Penyandang Autisme di Kelas G Laboratorium Sekolah Autisme Universitas Negeri Malang, Surabaya: IAIN SA (Unpublished)

that focused on Mathematic Subject. And the area researched is a special education such as Autism Laborate, not the public school such as Inclusive educational System.

In another article entitled" Picture Exchange Communication System (PECS) for Children with Autism"<sup>65</sup> written by Albany and friends also offers a teaching model for teaching students with autism. They said that this technique is an effective technique to guide the autistic students to learn and life among others.

Autism speaks Inc. presents an article entitled "Applied Behavior Analysis (ABA)" that focused on explaining a methodology for teaching autistic students. The methodology explained was Applied Behavior Analysis. This article focused on relating the methodology with the characteristics of autistic students.

Different from those studies that apparently explained on formerly area, this study combined autism area, English Teaching Process area and Inclusive educational Program became as one study entitled "A Study on English Teaching Techniques for Autistic Students at Inclusive Educational Program of SMPN 29 Surabaya".

<sup>65</sup> Albany and friends, Picture Exchange Communication System (PECS) for Children with Autism, (http://autism.healingthresholds.com/therapy/picture-exchange-communication-system-pecs, accessed on May 24, 2012)

Autism speaks Inc., Applied Behavior Analysis (ABA), (http://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba, accessed on May 24, 2012)

### CHAPTER III

### RESEARCH METHODOLOGY

This chapter explained detail research methodology that was employed in this study. The major components included in this chapter are; research type, research design, setting of the study, data and source of data, data collection technique, and data analysis technique.

The whole of major components mentioned was used to look for information about Teaching English techniques for autistic students used by the teachers in Inclusive Educational Program at SMPN 29 Surabaya as the research Focus. And automatically the problems appear become the Sub Focus because both of them related much to the teaching and learning process. So, the researcher concluded the research problem as; (1) What kind of English teaching techniques are implemented for autistic students at inclusive educational program of SMPN 29 Surabaya? (2) How does the teacher implement teaching English techniques for autistic at inclusive Educational Program of SMPN 29 Surabaya? (3) What problems are faced by the teachers during the teaching techniques implemented at inclusive educational program SMPN 29 Surabaya?

## A. Research Design

According to the variable observed, the researcher used descriptive qualitative research design. Descriptive qualitative research is a process of study

based on the nature, incidence, or distribution of variables. Ary said that descriptive qualitative research design guides the researcher try to describe the phenomena complexly, researching every word, get in natural study but not manipulating variables. This descriptive research design focused on describing social phenomena from the perspective of the human participants in the study and arrange in immediately appropriated to the fact.<sup>2</sup>

In this study, the researcher used descriptive qualitative design to describe the implementation of English Teaching techniques especially for autistic children at inclusive educational program, and the problem appear during the learning process in certain school that is arranged as words, pictures, and quoted data.

## B. Research type

One of research types is case study. According to Bogdan and Bikien, case study is a detailed trial about any space, subject, or event.<sup>3</sup> In this type of research. the researcher should observe the unit or individual deeply and try to get the whole of significant variables.

In conducting the certain study, the researcher used case study because the purpose of this study is to learn intensively about the English Teaching techniques

Lestari, The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMA Muhamadiyah I Malang, Malang: Unmuh (Unpublished), 17

<sup>&</sup>lt;sup>2</sup> Ibid, 18

<sup>&</sup>lt;sup>3</sup>Aflah Cintya, Metode Penelitian Study Kasus, (http://aflahchintya23.wordpress.com/2008/02/23/metode-penelitian-studi-kasus/, accessed on May 08, 2012)

implemented at SMPN 29 inclusive educational School, the subjects, and the event particularly the problems appear during the teaching process.

Because of the use of case study, this study looked at one of limitations of study case; the research subjects are observed intensively appropriate to each context.4

# C. Setting of the Study

Generally, the study that concentrated on the implementation of English Teaching Techniques with the two autistic students of 21 autstic students as the prominent subjects was conducted at SMPN 29 Inclusive Educational School. This school is located in JL. Prof. Dr. Moestopo No.4 Surabaya.

This study was hold on the last of July 2012 until the first of June 2012. The more detailed time setting was described as follow:

- 1. July 26, 2012 : Asking permission to the head master of SMPN 29
- 2. July 27, 2012 : Collecting the documentation data.
- 3. July 31, 2012 : - First classroom observation for Autistic student 1's class
  - First classroom observation for Autistic student 2's class
- 4. August 2, 2012 : Second classroom observation for Autistic student 1's class
  - Second classroom observation for Autistic student 2's class
- 5. August 2, 2012: Interview with teacher of autistic student 1
- 6. August 9, 2012: Interview with teacher of autistic student 2

<sup>4</sup> Ibid.

## D. Data and Source of Data

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

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.<sup>6</sup> 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.

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

# E. Data Collection Technique

Data collection technique could be defined as some ways used to help the researcher in collecting data.<sup>7</sup> In this study, researcher held three techniques in collecting the data that explained as below:

### 1. Observation

Observation is the oldest technique for obtaining data in qualitative research. It is the effective technique to get valid data. Through this technique the researcher can observe the object directly and understand the activities been doing, the participant of event, the sense of event from the object perspective.<sup>8</sup>

Through observation, the researcher could observe how the teacher implements the certain English teaching techniques for the autistic students in inclusive educational program. It also helped researcher to observe the teachers and students' activities during the learning process and find the data needed such as the problems appear during the teaching process.

## 2. Interview

Interviewing is described as some sort of face-to-face interaction to get certain objectives. The record of an interview done use in the work of analysis and interpretation is a representation of that talk.<sup>9</sup>

<sup>&</sup>lt;sup>7</sup> E. Kristi. Poerwandari, *Pendekatan Kualitatif untuk Perilaku Manusia*, Depok: Mugi Eka Lestari,

<sup>&</sup>lt;sup>8</sup> *Ibid*, 116

<sup>9</sup> Ibid

The interview technique was used to get more data found subjectively. So in this study the researcher used the interview technique with SMPN 29 teacher to get the detailed information about the English teaching process, the autistic students teaching process and also the problem they found as their perspective.

### 3. Documentation

Documentation technique is collecting the written report of event or object. <sup>10</sup> It can be in the book form, letters, pictures, laws, and so on.

In this study, the documentation technique was used by the researcher to collect the data in the institution as supporting and additional data. The data includes the lesson plan, number of teachers and students, the infrastructure support autistic students and another relevant documentation.

## F. Instrument of the Research

Instrument can be defined as the tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data.<sup>11</sup> In this part, the researcher used some of instruments to complete the data which was needed by the researcher.

In this research, the instruments which were used by the researcher are interview guide and observation checklist.

<sup>10</sup> Ihid

<sup>&</sup>lt;sup>11</sup> Lestari, The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMA Muhamadiyah I Malang, Malang: Unmuh Press, 20

### 1. Observation checklist

To conduct the effective observation, the researcher supports with some observation check list as instrument. Observation checklist is a list that contains of subject's name and factors that are observed.<sup>12</sup> Checklist is used to systematize the transcript of observation.

The observation check list on this research contained some items about English learning, Inclusive educational program, the condition of autistic children, and so on is used to help the researcher in conducting the observation easily.

### 2. Interview Guide

Interview guide is a practice instrument that is used by the researcher before conducting interview technique. Interview guide is used to help the researcher to keep the conversation stay in the topic of study.

Before doing the research, the researcher has made an interview guide for the teachers that contain questions about the kind of techniques the teacher use, the implementation of the techniques, and also the problem faced by the teacher during the learning process.

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<sup>12</sup> Ibid

# G. Data Analysis Technique

Data analysis technique is a process in arrange the data gotten to make it easy to understood and informed. Data analysis in qualitative study is inductive and going concern. It began from the detailed data going to the general Data. The purpose of data analysis technique in qualitative study is to product the sense, concepts, definition, and so on.<sup>13</sup>

There are many types of data analysis technique in doing a research. One of them is data Analysis technique as Miles and Hubermen model which was used by the researcher in this study. Miles and Huberman said that data analysis in qualitative study should be done interactively and continue till the researcher gets no data.<sup>14</sup> The activities in this data analysis model were:

# 1. Data reduction

It is the process of organizing, focusing, coding, abstracting the coarse data to be note ranges. The term of data reduction usually parallelized as executing data.<sup>15</sup>

# 2. Data display

It is the process of describing the data gathered and analyzed and arranged it as the relation one to others. This step was conducted to make easy

15 Ibid

Rahmat. Sahid, Analisis Data Penelitian Kualitatif Model Miles dan Huberman, (<a href="http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html">http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html</a>, accessed on May 08, 2012)

<sup>14</sup> Ibid

in concluding the result of research. In Qualitative study, the data commonly is displayed in narrative text. 16

# 3. Conclusion drawing/verification

It is the process to take the conclusion of the research result out. 17

# H. Research Validity

As the Qualitative paradigm, framework of validity is rejected in some qualitative researchers. Consequently, it does not make sense to be concerned with the "truth" or "falsity" but it is argue for different standards for judging the quality of research. 18 In doing the research validity of this study, the researcher referred to 4 criteria that had proposed by Guba and Lincoln, they were: 19

# 1. Credibility

The credibility criteria involves that the results of qualitative research are credible or believable from the perspective of the participant in the research. Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results.20

<sup>&</sup>lt;sup>16</sup> Ibid <sup>17</sup> Ibid.

<sup>&</sup>lt;sup>18</sup>M.K. Trokhi. William, Qualitative validity,

<sup>(</sup>http://www.socialresearchmethods.net/kb/qualval.php, accessed on May 08, 2012)

19 Ibid

<sup>20</sup> Ihid

# 2. Transferability

Transferability refers to the degree to which the results of research can be generalized or transferred to other contexts or settings.

# 3. Dependability

It emphasizes the need for the researcher to account for the everchanging context within which research occurs.

# 4. Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others<sup>21</sup>

<sup>&</sup>lt;sup>21</sup> Ibid

### CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

This chapter is devoted to present the findings and discussion of the study that were drawn from classroom observation, interview, and document analysis. The data analysis served to answer the underlying research question related to the description of the kind of English teaching techniques implemented for autistic students, the implementation of the techniques, and the problems faced by the teachers during the implementation of the techniques.

## A. Research Findings

# 1. The Kind of English Teaching Techniques Implemented for Autistic Students at SMPN 29 Surabaya

Based on the result of Lesson plan analysis then continued to classroom observation and interview with two teachers who taught two autistic students with different skill and condition, there were 7 kinds of English teaching techniques used by the teachers in teaching autistic students, those are: Quiz (asking-answering questions), cooperative groups, multimedia, drilling, presentation, modeling, and authentic material.

Some of those techniques are used by the teachers to teach both of students (Autistic student 1 and Autistic student 2) and other ones are used to teach autistic student 1 only or autistic student 2 only.

According to Titis Nur Hayati, presentation technique is used in Pre-

ativity and also post-activity. It is usually used for teaching listening for autistic student 1. Quiz (asking-answering question) and Cooperative groups is used to measure whether the goal has been achieved or not. Then multimedia and drilling techniques are usually used in Pre-activity, when she did some introduction to the material.

Based on the interview with Diana, 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. In teaching autistic sudent 2, one technique is collaborated to another.<sup>2</sup>

# 2. The Implementation of English Teaching Techniques for Autistic Students at SMPN 29 Surabaya

From teachers' answer through interview and the lesson plan, it is known that the techniques implemented for autistic students at SMPN 29 Surabaya arranged in various activities. The teacher used selected techniques in implementing the teaching learning process that was suitable to the students. Both of two teachers used three phases in implementing the English teaching techniques: Pre-activity, While-activity, and Post-activity. Each activity was arranged in different technique. For example, the teacher used presentation technique for Pre-activity then modeling for while-activity and continued by Quiz

Interview to Mrs. Titis Nur Hayati as English teacher of autistic student 1, August 2012

for post-activity.<sup>3</sup>

According to Titis Nurhayati, While-activity and Post activity are given more time than Pre-activity that used presentation technique because autistic student 1 response less in listening. Autistic student 1 likes Quiz and doing task than listening. So that she arranged Quiz and doing task for While-activity and Post activity. It also used for the normal ones in regular class where autistic student 1 was studying.<sup>4</sup>

For autistic student 2, the teacher gave more time for pre-activity. The teacher used various technique for Pre-activity such as using multimedia, modeling, and authentic material.<sup>5</sup>

Beside the interview and documentation, the researcher also found data about the implementation of English teaching technique for autistic students at SMPN 29 from observation.

The researcher has done four times observations that were arranged in different class for four meetings. Two observations are done at regular class of 8f, where the autistic student 1 was studying and two observations are done at cluster class of 8b, where autistic student 2 was studying.

Then, the observations conducted by the researcher about the implementation of English teaching technique for autistic students at SMPN 29 could be described as explanation below:

<sup>&</sup>lt;sup>3</sup> Document analysis, Lesson Plan, July 2012

Interview to Mrs. Titis Nur Hayati as English teacher of autistic student 1, August 2012

Interview to Mrs. Diana as English teacher of autistic student 2, August 2012

# a. First Observation (Regular class of 8f as autistic student 1's class)

Topic : Asking, Giving, and reject for items

Aspect : Listening

# 1. Pre-Activity

In pre-activity, the teacher tried to raise the students' interest by introducing them the material. The teacher used presentation technique to introduce the material about Asking, Giving, and rejecting for items to the students.

First, the teacher explained about the sample of Asking, Giving, and rejecting for items expression then she continued by explaining the function of the expression. In conducting this technique, the teacher implemented the technique well but she did not explain the aim of the teaching process. The teacher also did not make any conclusion in the end of the activity that might be needed by the students.

During the presentation, the teacher served a good performance.

The teacher gave clear explanation to the students. The teacher explained some expressions and the function in mixed language, Indonesia and English.

## 2. While-Activity

In the while- activity, the teacher asked the students to listen a simple gap conversation related to the topic in three times. The teacher asked the students to identify vocabularies about asking, giving and rejecting for

items. In the last of while-activity, she gave some questions to students based on the conversation that had been heard. She gave some Wh-Question and some Yes-No Question for the students. She asked every student to answer the question in competition orally.

It was concluded that the teacher used Quiz (Asking and Answering Question) in while-activity. The technique was been implemented well even in the end of activity, the teacher invited the students to discuss the gap conversation together.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

# 3. Post-Activity

In the post- activity, the teacher gave some written tasks to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material.

It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

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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.

## 2. While-Activity

In the while- activity, the teacher gave written tools picture for every student. She asked them to be paired. The teacher asked the students to practice a simple conversation based on the pictures. In monitoring the students, the teacher walk around the class and gave any help for students who needed.

It was concluded that the teacher used multimedia and cooperative group in conducting while-activity. In conducting the teaching learning process, the teacher chose appropriate pictures as media. The multimedia looked as attractive media for autistic student 1. But in using cooperative group technique, it seemed that the echnique was not implemented well for autistic student 1. Autistic student 1 did not pair up with one other student in the group. It looked as there were no sharing of her thoughts on the material to other students.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher walked around the class, find the students' difficulties and help them.

## 3. Post- Activity

In the post- activity, the teacher presented the conclusion of the activities. It could be concluded that the teacher also used presentation technique. The teacher used presentation technique to conclude the material about Asking, Giving, and rejecting for items to the students.

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In presenting the conclusion, the teacher served a good

performance. The teacher gave clear explanation to the students.

c. First Observation (Cluster Class of 8b, Autistic Student 2's Class)

Topic: Asking, Giving, and reject for items

Aspect: Listening

1. Pre-Activity

The teaching learning process at cluster class of 8b was followed by

autistic student 2 only. The technique used was simpler than autistic student

1 or the normal ones.

Generally, in pre-activity the teacher always greets autistic student 2

and check the student's concentration by calling her name. It is looked that

the teacher tried to invite the student's attention. First, the teacher gave very

simple presentation about examples of asking, giving, and rejecting for items

expression to introduce autistic student 2 about the topic. Then, she

explained the function of the expression in Indonesian.

While presenting the simple material, the teacher also gives some

questions to make the student stay in teaching learning process. The teacher

repeated the presentation in several time until the student know the material.

Here, the teacher explained about the material but not the aim of the teaching

learning process. The teacher implemented the technique well but the using

of this technique could not activate autistic student 2 in learning.

During the presentation, the teacher served a good performance.

The teacher gave clear explanation to the students. The teacher explained some expressions and the function in Indonesia language and sometimes in English.

# 2. While-Activity

In while- activity the teacher practiced the expression about asking, giving, and rejecting for items. She was being a model and expressed the expression loudly. Here, the teacher create real contexts for the expressions attractively. The teacher provided visual, auditory, kinesthetic (movement) for illustrating the expressions. Sometimes, the teacher check the student understanding with questions.

This activity was done by the teacher in several times. It guessed that the purpose of this technique was to give a deep sense for autistic student 2 of the material.

It was concluded that the teacher used modeling technique in conducting while-activity. The modeling technique looked as attractive media for autistic student 2. During the activity, the teacher served a good performance. The teacher gave clear instruction to the students and practiced the expression creatively.

## 3. Post-Activity

In the post- activity, the teacher invited the students to discuss the dialogue practiced. The teacher tried to give autistic student 2 some question and guide her to find the answer. The question are served in Yes-No

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question. Here, autistic student 2 are asked to answer on oral task only.

During post-activity the teacher always greets autistic student 2 and check

the student's concentration by calling her name.

It could be concluded that the teacher used Quiz (Asking and

Answering Question) in post-activity. It is looked that the using of this

technique didn't make autistic student active because autistic student 2 could

not stand alone in answering questions. During the activity, the teacher

served a good performance. The teacher gave clear questions to the student

and guided her to answer question step by step.

d. Second Observation (Cluster Class of 8b, Autistic Student 2's Class)

Topic: Asking, Giving, and reject for items

Aspect: Speaking

1. Pre-Activity

The researcher concluded that the teacher used modeling,

multimedia and drilling techniques for pre-activity. First, the teacher began

the activity by showing some appropriate multimedia that is known as

writing tools pictures and asked the students to give full attention. These

visual aides are used as an introduction to language.

Then she gave some simple examples of asking, giving, and

rejecting for items expressions. The teacher provided real contexts for the

expressions attractively. She was being a model and expressed the

expression loudly. She provided visual, auditory, kinesthetic (movement) for

illustrating the expression. But the teacher did not check the student understanding with questions because this technique was continued by other technique, drilling technique.

Here, Autistic student 2 was asked to repeat the expressions after the teacher. It was repeated in several times. Sometimes, the teacher broke up the monotony by changing the speed or volume. It seemed that she tried to raise the students' interest by introducing them about the topic and the material.

During the Pre-activity, the teacher served a good performance. The teacher gave clear example of expression to the students. The teacher expressed some expressions in English language and made it meaningful with the multimedia and modeling.

## 2. While-Activity

In while-activity, the teacher gave autistic student some authentic materials like pencil, book, and so on. The teacher invited and guided autistic student 2 to practice a simple conversation based on the authentic materials given. The teacher tried hard to make autistic student understand and follow the instruction. She repeated the conversation in several times.

It was concluded that the teacher used authentic material, modeling and also drilling technique in conducting while-activity. The technique used on this activity were not too different from the techniques used in preactivity. The authentic materials and modeling looked as attractive technique for autistic student 2. She was looked interest in following the teaching and learning process. During the activity, the teacher served a good performance. The teacher gave clear instruction and explanation to the students. But in the end of whilst-activity, the teacher looked very tired and less of spirit.

# 3. Post- Activity

In the post- activity, the teacher presented the conclusion of the material in very simple understandable words. The teacher explained the conclusion of the whole activity they had done in Indonesia language and sometimes in English. During post-activity the teacher always greets autistic student 2 and check the student's concentration by calling her name.

It could be concluded that the teacher also used presentation technique in post-activity. The teacher used presentation technique to conclude the material about *Asking*, *Giving*, and rejecting for items to the students.

# 3. The Problems Faced by the Teachers during the Implementation of the Techniques.

The third research question of this study is about the problems faced by the teachers in implementing the English teaching techniques for autistic students.

Based on the observations conducted by the researcher, there are several problems appeared along the teaching and learning process faced by the teacher. Here are the problems faced by the teachers in implementing the English teaching

techniques for autistic students that drawn as table form.

a. The problems faced by the teacher during the implementation of the techniques for Autistic Student 1.

Technique	Problems
Quiz (asking - answering question)	Dealing with the student who has no care with others, the student looked as answer the question attractively whether had been answered by other students or no, the answer is right or wrong.
Cooperative Groups	In cooperative groups technique, the teacher got difficulties in guiding the student to make a peer. The student inclines in working alone.
Multimedia	-
Drilling	Autistic student 1 looked bored. The teacher tried to avoid a boring drilling and repetition.  The student seemed less in understanding material.
Presentation	Dealing with the students' interest on listening.  Autistic student 1 looked bored during the presentation activity.

b. The problems faced by the teachers during the implementation of the English teaching techniques for autistic student 2.

Technique	Problems
Multimedia	Using Multimedia like pictures related to the
	feature because autistic student 2 needed unique
	and understandable pictures.
	The problems appeared when student 2 was
	given a picture, and she did not interest with the
	pictures.
Drilling	Autistic student 2 had difficulties in following
	the instruction. The teacher looked work hard in
	guiding autistic student to follow what the
	teacher said.
	Autistic student 2 looked very bored during the
	activity. The teacher tried to avoiding a boring
	drilling and repetition.
Modeling	Dealing with the teacher's idea and skill in
	practice the expression. Autistic student 2
	looked interest with the technique used by the
	teacher.

	The teacher looked so tired in modeling the expressions because it needed repetition for several times.
Authentic material	-
Presentation	Dealing with the students' interest on listening and understanding the explanation. Autistic student 2 looked bored during the presentation activity. It also seemed that autistic student 2 didn't understand what the teacher had explained.

Based on the observation finding conducted by the researcher that arranged on the table above, the problems faced by the teacher in implementing the English teaching techniques for autistic students 2 is more than for autistic students 1.

The data from observation was strengthned by the data from interview that is conducted with each teacher of autistic student 1 and autistic student 2. Both of two teachers explained the problem faced them during the using of English teaching technique not far as the observation findings.

According to Titis Nur Hayati, autistic student 1 had a good English skill even more than the normal ones. So, the problems faced by the teacher in

implementing the techniques for autistic student 1 were only like in implementing for the normal ones.<sup>6</sup>

T: Si (autistic student 1) itu kan Bahasa Inggrisnya bagus, bahkan sedikit diatas teman-temanya yang normal. Jadi, problem yang saya hadapi ketika mengajar dia juga nggak jauh beda dengan problem ketika mengajar siswa normal. Apalagi, autis yang dideritanya juga tidak parah.

The teacher said that the main problems in teaching autistic student 1 were in using cooperative groups and quiz technique. Dealing with the student's characteristic that no care with others, the student was looked she answered the question attractively whether had been answered by other students or no.

In cooperative groups technique, the teacher got difficulties in guiding the student to make a peer. The student inclined working alone. It means that the goal of this activity had not achieved yet because in fact the goal of this technique is to build the close relationship between students and helping others.<sup>7</sup>

T: Masalah yang paling rumit bagi saya ya terletak pada Cooperative group.

Si (autistic student 1) itu tidak bisa bekerja bersama teman yang lain. Dia cenderung mengejakan sendiri dan tidak mau peduli dengan yang lainya.

Padahal tujuan dari cooperative group itu kan bersosialisasi dan saling membantu.

T: Dalam menjawab pertanyaan, (si autistic student 1) itu terlalu

7 Ihid

<sup>&</sup>lt;sup>6</sup> Interview to Mrs. Titis Nur Hayati as English teacher of autistic student 1, August 2012

bersemangat. Dia selalu menjawab pertanyaan yang saya berikan tanpa memperdulikan untuk siapa pertanyaan itu diberikan. Dia juga tidak peduli entah itu sudah dijawab temannya atau belum.

Based on the interview with Diana, it could be concluded that the teacher got many problems in implementing the techniques for autistic student 2. Using Multimedia like pictures should relate to the feature because autistic student 2 needed unique and interest pictures. The problems appeared when student 2 was given a picture, and she was not interested in the pictures. It made she played in her own world.<sup>8</sup>

- T: Wah, banyak sekali masalahnya. Mulai dari Drilling, Modeling,
  Presentation, bahkan penggunaan media gambar.
- T: Nah itu, kalau pakai media gambar saya harus memilah dan memilih gambar yang unik, interst buat dia. Kalau tidak begitu, dia tidak mungkin bermain sendiri.

The problems also faced by the teacher when drilling technique was being implemented. Autistic student 2 had difficulties in following the instruction even just concentrated. The teacher should work hard in guiding autistic student to follow what the teacher said. She also said that she should call autistic student 2's name to ensure the student stay in teaching and learning process.<sup>9</sup>

T: Misalnya ketika saya men-drill dia, saya harus bekerja keras agar dia

9 Ihid

<sup>&</sup>lt;sup>8</sup> Interview to Mrs. Diana as English teacher of autistic student 2, August 2012

mau mengikuti apa yang saya ucapkan. (Autistic student 2) itu kan menderita autis parah. Jangankan di-drill, konsentrasi saja susah. Jadi ketika mengajar dia, saya harus berkali-kali memanggil namanya supaya fikiranya tetap di kelas.

In fact, autistic student 2 was interested in the modeling technique used by the teacher. But the teacher confessed that She feel very tired in doing the technique. It is the fact that the teacher should to practice the expression in several times. 10

T: Sebenarnya autistic student 2 sangat antusias ketika saya menggunakan teknik modeling. Tapi kadang saya merasa sangat capek soalnya tidak mungkin saya mempraktekkan ungkapan-ungkapan dalam materi hanya sekali. Saya harus mempraktekkannya berkali-kali untuk membuatnya mengerti. Jika untuk normal student saya harus mempraktekkan 2 kali. maka untuk autistic student 2 saya harus mempraktekkan 6 sampai 7 kali.

Dealing with the students' interest on listening and understanding the explanation, the teacher said that autistic student 2 was bored during the presentation activity. It is also known that autistic student 2 was not in learning process. When presentation technique was being implemented, autistic student 2 played in her own word. Sometimes, she sang songs or roughed something unclearly. 11

<sup>&</sup>lt;sup>10</sup> Ibid <sup>11</sup> Ibid

T: Kadang juga saya menggunakan metode presentation saja. Masalahnya, si (Autistic tudent 2) selalu sibuk sendiri kalau dijelaskan entah itu menyanyi, coret-coret, atau lain-lainnya.

### **B.** Discussion

In this session, the researcher presented discussion based on all the finding of this study. This discussion dealed with the research question of this study, these are: what kind of English teaching techniques are implemented for autistic students at inclusive educational program of SMPN 29 Surabaya, how does the teacher implement English teaching techniques for autistic students at inclusive Educational Program of SMPN 29 Surabaya, and what problems are faced by the teachers during the teaching techniques is implemented at inclusive educational program of SMPN 29 Surabaya.

Based on the documentation analysis, SMPN 29 Surabaya consists of 890 students. 52 of them are students with special needs. Particularly, there are 18 students with autism disorder at SMPN 29 Surabaya. In this study, the researcher took two autistic students in different condition as subject. According to Safira Triantoro, autism was clarified as 5 types. They are: classical Autism, syndrome asperger, disintegrative disorder children, and syndrome ret. Based on the document analysis, autistic student 1 is a syndrome asperger who defined as autistic with high intelligent, and autistic student 2 as classical Autism who define

Safira Triantoro, Autis Pemahaman Baru Untuk Hidup Bermakna Bagi Orang Tua, Jakarta:Graha Ilmu, 9

as the highest disorder that could caused dumb.<sup>13</sup> Because of these differences, both of two autistic students are placed in different type of classes. Autistic student 1 is placed at *Regular class/ full inclusion*, a class where the students with disabilities get educational services along with regular students.<sup>14</sup> And autistic student 2 is placed at *Cluster class*. It means the students are in class where the normal children study but students with disabilities are grouped by special teacher guider.<sup>15</sup>

Inclusive education is an educational program that provides services for the whole of children. It is known as an effort to make sure students with special needs go to school along with their friends (normal students) while receiving some knowledge and whatever they need to achieve high standards and succeed as learners.<sup>16</sup>

This theory of inclusive educational program required the teacher to choose techniques of teaching that is in accordance with the placement class, and the condition of students. The technique should make the students more enthusiastic in learning English, in this inclusive educational program. Finding appropriate teaching techniques make the students able to develop their potential through the material of teaching that was given by the teacher. For inclusive

<sup>13</sup> Ibia

<sup>&</sup>lt;sup>14</sup> Florida Developmental Disabilities Council, *Inclusion White Paper*, Florida: Florida State University, 11/26/02 © 2002

<sup>15</sup> Ibid

<sup>&</sup>lt;sup>16</sup> Ifdlali, Pendidikan Inklusi (Pendidikan Terhadap Anak Berkebutuhan Khusus), (<a href="http://smanj.sch.id/index.php/arsip-tulisan-bebas/40-artikel/115-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</a>, accessed on May 01, 2012)

educational program, it used to achieve the goal of the program.

The researcher has done the observation four times at the class of two autistic students, interviewed with each autistic student's teacher, and also collected some relevant documentations. From the discussion of observation, interview, and document analysis, it was drawn that the teachers used various ways in conducting the English teaching learning process for autistic students. Those are: Quiz (asking-answering questions), cooperative groups, multimedia, drilling, presentation, modeling, and authentic material.

It can be concluded that the teachers used various teaching techniques in teaching autistic students because according to Reharge, teaching techniques are the ways in which the teaching of specific subject matter goes on which are studied in courses on curriculum and instruction in reading, science, social studies, mathematics, English, and the like.<sup>17</sup>

Generally, the implementations of the teaching techniques used by the teacher were good and clear enough. It was suitable with the curriculum and students' level. It also in accordance with the lesson plan was made.

One factor that influenced the success of implementing for each technique was the teachers themselves. Both of autistic student 1's teacher and autistic student 2's teacher had good enough qualifications to be autistics' teacher because they know how to improve communication and interaction of autistic students.

<sup>&</sup>lt;sup>17</sup> Lestari, The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMA Muhamadiyah I Malang, Malang: Unmuh (Unpublished), 10

They gave understandable instructions and explanations that extend in verbally, visually, continually, and slowly explanation.

The theory supported the statements was explained by M. Ghufron. He said teaching autistic needs more focused in improving communication arranged in directions that given step-by- step, verbally, visually, and by providing physical supports or prompts.<sup>18</sup>

Concerning the techniques of English teaching implemented for autistic students, the finding of the study showed that the teacher implement the techniques well.

However both of the teacher did not explain the aim of the teaching learning process that mentioned as first step of presentation technique<sup>19</sup>, they served clear explanation about the material. In conducting presentation technique, the autistic student 1's teacher gave explanation about asking, giving, and rejecting for items expression to introduce autistic student 1 about the topic. For autistic student 2's teacher, she gave very simple explanations while presenting the simple material. The teacher also did some conversations to make the student stay in teaching learning process.

The problems faced by both teachers were in the interest of students in listening the explanations. It became complicated because of one autistic students'

<sup>&</sup>lt;sup>18</sup> Muhammad Ghufron, Implementasi System Pendidikan Inklusi di MTs Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto, Surabaya: IAIN SA (Unpublished), 27

<sup>&</sup>lt;sup>19</sup> Jessica Cook, Oral Presentation, (<u>http://www.ehow.com/about 6324248 definition-oral-presentation\_html</u>, accessed on May 01, 2012)

characteristic that was mentioned by National Institutes of Health as Lack of response to verbal requests and concept.<sup>20</sup>

According to Routledge Flamer, drilling means listening the teacher, or tape or another student, and repeating what is heard.<sup>21</sup> It was appropriate with the teachers teaching steps in implementing the technique. The teacher asked the students to follow the expressions pronounced by the teacher and repeated in several times.

In the using of modeling and authentic material technique, autistic student 2's teacher had chose appropriate technique in English teaching for autistic students condition. It is in accordance with the characteristic of autistic student that lack of response to verbal requests and concept<sup>22</sup>. It also in accordance with the principle of autistic teaching that mentioned by M. Ghufron as the interaction with nondisabled peers such as providing models of appropriate language, social, and behavioral skills is important for autistic students. The other appropriate principle is directions given step-by- step, verbally, visually, and by providing physical supports or prompts are needed by the student.<sup>23</sup> These statements are also in accordance with multimedia technique that implemented by both of autistic

National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder, (https://docs.google.com/viewer?a=v&q=cache:m8I4CADGD6MJ:www.nimh.nih.gov/health/public ations/a-parents-guide-to-autism-spectrum-disorder, accessed on May 01,2012)

Routledge Flamer, Survival Teaching, New York: British Library, 1911

<sup>&</sup>lt;sup>22</sup> National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder, (https://docs.google.com/viewer?a=v&q=cache:m814CADGD6MJ:www.nimh.nih.gov/health/publications/a-parents-guide-to-autism-spectrum-disorder, accessed on May 01,2012)

<sup>&</sup>lt;sup>23</sup> Muhammad Ghufron, *Implementasi System Pendidikan Inklusi di MTs Terpadu Ar-Raudlah Tuwiri Seduri Mojosari Mojokerto*, Surabaya: IAIN SA (Unpublished), 27

student 1's teacher and autistic student 2's teacher.

Autistic students 1's teacher also used Quiz (asking-answering question) during the teaching learning process. The goal of this technique that was explained by Rain S. Bongolan is to help the teacher to access how well the students understand the material.<sup>24</sup> It also will enrich the students' thinking skill. It was identified that the goal of this technique was not success because it deals with the student's characteristic that no care with others<sup>25</sup>, the student was looked as answer the question attractively whether had been answered by other students or no, weather the answer is right or wrong.

In certain activity, autistic student 1's teacher also used cooperative group technique in conducting the English teaching learning process. Here, the teacher got difficulties in guiding the student to make a peer. The student inclined working alone. In fact, autistic student lacks of interest in other children and what they were doing. Autistic student is indifference to others in distress or pain. It made the goal of this activity had not been achieved yet because in fact the goal of this technique is to build the close relationship between students and helping others. As Lain said "It creates a community setting and gets students into helping each other

<sup>24</sup> Rain S. Bongolan, Six Keys Strategies,

(http://esl.about.com/od/esleflteachingtechnique/ESL\_EFL\_Teaching\_Techniques\_and\_Strategies.ht m, accessed on May 24, 2012) 25 National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder,

26 Ibid

National Institutes of Health, A Parents' Guide to Autism Spectrum Disorder, (<a href="https://docs.google.com/viewer?a=v&q=cache:m814CADGD6MJ:www.nimh.nih.gov/health/public\_ations/a-parents-guide-to-autism-spectrum-disorder">https://docs.google.com/viewer?a=v&q=cache:m814CADGD6MJ:www.nimh.nih.gov/health/public\_ations/a-parents-guide-to-autism-spectrum-disorder</a>, accessed on May 01,2012)

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

<sup>&</sup>lt;sup>27</sup> 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)

<sup>&</sup>lt;sup>28</sup> J. David Smith, *Inklusi: sekolah ramah untuk semua,* Bandung: Nuansa, 67

## **CHAPTER V**

# CONCLUSION AND SUGGESTION

In this Chapter, the researcher put forwards conclusion and suggestions related to the English teaching techniques implemented for autistic students at SMPN 29 Surabaya and the problems faced by the teachers during the implementation of the techniques.

#### A. Conclusion

- There were 7 kinds of English teaching techniques used by the teachers in teaching autistic students at SMPN 29 Surabaya, those are: Quiz (askinganswering questions), cooperative groups, multimedia, drilling, presentation, modeling, and authentic material technique that arranged in three activities.
   They are pre-activity, while-activity and post-activity.
- 2. The implementations of the techniques were considered by the autistic students' condition and the placement class of the students. Both two teachers implement the technique like the techniques procedures in the theories with some modification needs. They arranged the techniques in three activities; Pre-activity, While-activity, and post-activity. Each activity was arranged in different technique. In teaching autistic student 1, presentation technique is used in Pre-activity and also post-activity. It is usually used for teaching listening. Quiz (asking-answering question) and Cooperative groups were used to measure whether the goal has been achieved or not. Then multimedia

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 student1 to make a peer because the student inclines in working alone.

# B. Suggestion

Based on the finding of this study, it was proposed suggestions:

- a. Because of the differences of autistic students, teachers should understand more about students' condition and more patients in teaching them.
- b. The teachers should use teaching technique that appropriate with the autistic students' characteristics, condition, and English skill.
- c. It is better for teachers to implement authentic material, multimedia, and modeling technique for teaching autistic students because these techniques provide meaningful context. It is in accordance with autistic's characteristic who lack of response to verbal requests and concept.
- d. This research may have some weakness. So, it is suggested for conducting the better result. Furthermore, it might be important to analyze those techniques from different element, such as the assessment of the techniques, the media of the techniques or even the solution of the problems faced by the teachers.

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