

## **Chapter 1: Introduction**

The purpose of this chapter is to provide information about the reason of conducting this research. This chapter also gives an illustration about background of study, problem statement, scope of study, delimitation of research, and research significant.

### **Basic Consideration**

In learning English, method becomes the main point that needs to be considered. If teachers use methods that are less precise and boring, the lesson will be missed by the students. The average student will tend to get bored and do not like the English classes that occurred for nearly two hours. Therefore, teachers need to collaborate or use variative method to attract student attention. Here are eight major models of learning English that mandatory for every teacher through learning:

- 1.) Direct method (direct method) Direct method is a way of presenting the subject either where the teacher directly uses the foreign language as the language of instruction, or without the use of English in teaching students at all.
- 2.) Berlitz method (Berlitz Method). This method is always used by the schools since this method is highly suitable and gain more successful through teaching the foreign languages in order to achieve more harmonious and foreign language skills.
- 3.) Natural methods (Natural Method). This method is called as natural method because in the learning process, the students will be linked to nature as well as their own mother language lessons. The implementation of this method is quite similar to direct method where the teacher presents the subject matter directly in a foreign language without translation at all, except in certain cases

where the dictionary and unfamiliar words that students may be used. 4.) Method of conversation (Conversation Method). This method is frequently used for foreign language such as English language, Arabic language, or languages that commonly be taught to student. 5.) Methods phonetic (Hear and Say).

This method prioritizes listening and speaking skills which followed by some exercises in pronouncing words and sentences in foreign languages. 6.) Method of reading (Reading Method). This reading method refers to present the subject matter by having reading on the very first beginning, the teacher will read the topic of reading and followed by the student, but sometimes teachers can directly appoint students to read certain passage beforehand, and other students may continue to read the rest. 7.) Talk method oral (Oral Method). This method is similar to the phonetic method, but the method is an oral exercises which focused on verbal or narrative- that aims to train students to be more fluent, harmony and spontaneity. 8.) Practice method sentence patterns (Pattern-Practice Method). The most important application of this method is to train students to pronounce immediately to the sentence patterns which arranged either true, or work as defined by the pattern of the sentence. Learning the English language is not only for normal children, but also for children with special needs, because they deserve to have the same knowledge as what the normal children have. English language is considered to be taught to autism children if the provision is essentially considered beforehand. English language lessons can be obtained through three ways, namely formal (school and college), semi-formal (Special English Language), and non-formal (private tutoring, home schooling, etc.). It is only

normal children who are able to learn the English language well, people with autism also may have the same ability to master a foreign language particularly English.

Teaching English language to children with autism can be implemented properly if its beforehand. A proper material will easily attract the autism students to express their willingness in learning considered, this is due to more easily express the willingness and desire to use the English language. Those, children with autism may have equal knowledge about foreign language particularly English, so they can use it as a way to build their self confidence as well as indirect therapy.

Public schools need to consider children with special needs, such as children who have physical, mental, or even social disorder likewise the autism that need special treatment and should be threaten properly. In globalization era, it requires a high English proficiency for the whole society. The curriculum used is the educational unit level curriculum (KTSP) with different weights and adapted to its provisions, it is because students in SLB are different from students in regular school in terms of academic, social, and many things yet, the RPP used in SLB is still similar to regular school although it needs to match with the conditions of each class, where there are three criteria that is held by a subsidiary that is total, moderate, and mild. Achievement of by each student is different, no one can catch in one day, a week, a month, or even years it depends on the child's ability in capturing the learning materials.

SLB education services refers to face to face service because classical system doesn't work at all since the students have special needs which should be threaten properly. If the regular schools could apply their teaching-learning system directly in classroom, its quite different from SLB school where the teachers need to use face to face or individual guidance to teach the students that sometimes difficult to understand the material.

The method used in SLB with regular schools is also different, considered to the material and the level of their ability. Regarding the textbooks used, SLB uses the same book with the BSE regular school books, but not all of the materials are used. SLB only take the materials which generally refers to nature, also the assessment techniques implements the individual assessment system of through daily tests, semester and the review of the midterm. The series of assessment was done through daily review, midterm and final semester. The classical and individual program are based on curriculum which implemented in SLB.

On prior observation conducted by researcher, it showed that the method used by the teacher in SMALB is basically using the same learning method for blind children, and mentally disabled. The class management of this school is quite similar with the general school, where within the learning process, the autism students are more active and enthusiastic.

Teachers are expected to be able to control a class for autistic students that have characteristics of easily offended, Also in a class there are several kinds of children who have mental and physical disabilities that are blind students, disabled students, as well as students with autism. In the learning process, teacher

must give attention to each student, because every student has a different character and different capacities to accept the subject matter, especially in students with autism. In here teacher more focused on students with autism because they have different intelligent with other students, but they already had basic English language such as good pronunciation, good memory, although sometimes they would often repeat what they said before. For example, when the teacher asked the students what you see in the classroom? students with autism responded "Picture" with the good pronunciation and true meaning, but when the teacher asked about his family, he just describes with the phrase "My friend in Jakarta, her name is Salsa Gina Lestari" with the pronunciation broken maxim although the pronunciation is good. On this phenomenon, students with autism is more talkative because the student was only repeating words or sentences said by the teacher and only described moments he had experienced. However, if the teacher gives a higher level of questions in terms of understanding (cognitive) students with autism are not necessarily able to do so. At earlier observation teacher used the lecture method and communicative way in achieving the indicators of learning, so the students are demanded to respond to the questions asked by the teacher. These students also have mood which immeasurable. For example, if they do not like to learn, the teacher cannot force them to learn, it depends on the willingness of the students. Those, so teachers must have the ability to attract the attention of students in accepting the subject lesson.

Departs from the aims to describe the implementation and problem faced by the teacher in teaching English for autism in SMALB Kab. Gorontalo, the

application was still weak by having early pre-observation. This case rised up since the learning score such as English language books are still limited.

Therefore, more attention is required to help them in balancing the curiosity and the sources. Learning English to student with autism is one of the researches that have been conducted by previous researchers. The study is *kemampuan berbahasa aktif/ ekspresif, kemampuan berbahasa pasif/reseptif, anak autis (Oct, 2014)* and the author is Des Maninda Chornelya Dewi. This study aimed to describe the language skills of active / expressive and passive / receptive children with autism, as well as efforts to increase the performed by GPK inclusive school, elementary school Giwangan Yogyakarta. This study used a qualitative approach with case studies, also the research subjects is an autistic child in the class 4A. Technique of collecting the consisted of observation, interviews, and documentation. While, technique of analyzing the data reduction, data display, and withdrawal conclusion. To test the validity of the data, it used credibility test triangulation techniques, triangulation of sources, reference materials, and checking. This study has similarity with what the researcher conducted through qualitative method, yet researcher will focus to examine how the implementation and problem faced by teacher.

Based on the explanation above, it is need to conduct this research due to the inclusive education need more attention from teachers, families, communities or even government. Thus, problem which always faced by teacher even students in this inclusive school particularly SMALB KAb. Gorontalo can be solved

properly. This aims to qualify the teaching-learning process, so that students with special need can be treated well.

### **Research questions**

This section shows the core of the problem to be investigated. The problem are formulated in a question sentence. The research problems of this study are:

- a. How is the implementation of English language learning for students with autism in SMALB kab. Gorontalo?
- b. What are the problems faced by teachers, and students with autism in English learning process?

### **Research objective**

The aims of this research are

- a. To know how the implementation of English language learning by using the method of teacher for autism in SMALB kab. Gorontalo
- b. To know what the problem that student with autism and teacher face in English learning process

### **Scope of Study**

This study will be focused on: 1) How the implementation of English language learning for autism. On this issue, it will be seen how the process of learning English by using the strategies of teacher, started from teachers preparation, teaching process and the end of the learning session. Those will be observed due to the objective of this research in gaining the information on how the implementation also the problem during teaching-learning process.

## **Research significances**

### 1) Theoretical Significance

Theoretically, the result of this research can help the reader and observer of education in Indonesia to pay more attention *inclusive education* for children with special needs. It because in Indonesia this case is still attention.

### 2) Practically Significance

Practically, the result of this research will become a reference for other students in English department who will conduct a further research which relates to English for autism.