

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presented the finding of the research. The research findings were obtained from observations, interview, and documentation. The findings were presented to answer the research problems which contained from points: To analyze how the implementation of teaching English speaking skill to autism students and the teacher's difficulty.

A. The Data of Observation

Based on the data of this research, the researcher obtained the data about the implementation of teaching English speaking skill to autism students and the teacher's difficulties at SKh Yayasan Karya Dharma Wanita 01 Tangerang in academic year 2019/2020. The English teachings process are as follow:

1. Class Observation 1

Class : The 8th Grade
Participants : 7 students
Date : Monday, April 22nd 2019
Time : 10.00 - 12.00 a.m

Before the class started, the English teacher and the students pray together. After pray was done, the English teacher greeted the students with a simple greeting. The English teacher-reviewed about the last lesson before the English teacher stepped forward into the next subject. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process. Not only reviewing the last subject, but the English teacher also asked them about their condition for that day and asked to open their book as the warming up before the main activity has begun.

The English teacher gave the students material about the daily activities in the morning. This material was about the daily activities from students' woke up in the morning. And then, the teacher wrote the vocabularies on the whiteboard. The teacher used stimulus so that the students with autism responses with asked their activities in the morning one by one. The teacher asked students to wrote the vocabularies about the daily activities on the whiteboard.

Suddenly in the teaching process, there was an autistic student who ignored and didn't pay attention the material the named was Raka, he didn't want to write the vocabularies, he was fun alone side to side his head and mumble. He appeared not very focused, the teacher tried to ask him so that to paid attention and wrote the vocabularies on the whiteboard, but he didn't

listen to it and still ignored. The teacher tried to continue the material, the teacher read aloud and translated it, then the students repeated. The students in the class listened to the material what the teacher presented although there was a students ignored it. The teacher asked one by one to the students about their daily activities in the morning. The students back to wrote again, but Raka stayed didn't wrote and follow the material. The teacher tried given individual approach like give appreciation to Raka "Raka is good boy, you're the smart boy you can write it like your friends", "Raka lets write the vocabularies on the whiteboard". The teacher has been an effort to made Raka's focus used one communication, eye contact, firm voice, and appreciation, but Raka still ignored it. The teacher tried to hold his hand, but Raka left from his chair and fight, he leaned to the wall and bit his hand. He happened self-injury appeared with the bitten trace so deep because of the effect when he fights. The teacher has been tried to made Rake relax but it's difficult. Finally, the teacher continued the material and the students who have finished write the vocabularies were commanded to come forward to sit in front of the teacher to ask and answer session used picture.

The method used the teacher was a combination of existing methods, where the application is adapted to the conditions and abilities of children and the material from teaching materials provided to children. The method in teaching autistic children is a method that provides a concrete picture of something so that students can capture messages, information, and

understanding about such things. The teacher used picture media about the daily activities to support the material, the teacher asked the students one by one and teaches how to pronounced the vocabularies of the picture. The students asked to match the picture of daily activities with the teacher's mentioned. Such as the teacher referred to the picture about breakfast and then the students choose how the picture which described breakfast. The teacher tried to make the students understood with repeat the command and looked on their eyes.

After it the students make crafting from green bean, the students put the green bean on the picture of the tree which has given the glue. This aimed so that learning doing well and fun. Before the bell rang, the teacher back to reviewed the material today and also gave the students some clues for the next meeting material. The English teacher closed the meeting with say hamdalah and salam.

2. Class Observation 2

Class : The 7th Grade
Participants : 6 students
Date : Friday, May 10th 2019
Time : 08.45 - 10.15 a.m

The lesson would begin after the English teacher greeted and asked about how the students' condition. The teaching-learning process started after

the students respond to the English teacher. As usual, first of all, the English teacher and the students together reviewed the last material meeting before stepped into the next material. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process.

The English teacher gave the students material about colors. The teacher wrote some vocabularies on the whiteboard. After the English teacher has been written the vocabularies about colors, the teacher read aloud and translated vocabularies so the students repeated it together. The students listened to the material that the teacher explained, although there are some students ignored and not focused as always the teacher used individual approach to face the students. The students asked to write the vocabularies about kinds of colors on the whiteboard.

Table 4.1 Vocabulary

Yellow	Kuning
Pink	Merah Muda
Blue	Biru
Red	Merah
Green	Hijau
Black	Hitam
White	Putih
Brown	Coklat
Orange	Oren
Purple	Ungu

The teacher tried to make the students active in this class and understood the material well. For supporting the material, the teacher brought the colors paper, this object aimed to make students more understood about colors. The teacher asked one by one to the students about the colors all around the class and mentioned what's color of it. The teacher refers to the color of the door, table, picture, and anything else regarding the colors around the class. The students can answer all of the questions well-used colors paper and the students given appreciation to them.

The teacher used a method with concrete object in this learning used colors paper, such as the teacher asked "what color is it? and what is the color of the door?". The English teacher-reviewed about the material for that day and also gave the students some clues for the next meeting material. The English teacher closed the meeting with say hamdalah and salam, and then the students back to home.

3. Class Observation 3

Class : The 8th Grade

Participants : 7 students

Date : Monday, May 13th 2019

Time : 08.45 - 10.15 a.m

The class would not be started before the pray as usual. After the prayer was done, the English teacher continued to greet the students and also checked the attendance list first. The teacher greeted the students with salam

and asked about how the student's condition that day. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process. The teacher explained about the material that will be learned, the material today about 'how old are you' in the English book.

The material today about age, to make communication with autism students well, the teacher tried to give stimulus the students' spoke with introduce herself first to tell about the name, address, hobby, age and anything else. The teacher tried to make a simple conversation with the students, but some the students didn't response. The teacher to repeated again the instruction, there was one of the students with autism named Regan, the teacher tried to ask him about the name, address, age, and hobby, in the reality he understood what's the questions and able to answer with speaking English well, the teacher given the appreciation to him.

Teacher : Hello Regan good morning.

Regan : Hello, good morning.

Teacher : Regan, where do you live?

Regan : hmmm, I live in Perumahan Tangerang

Teacher : And then, how old are you Regan?

Regan : I am fifteen, hmm no-no. I am thirteen years old.

Teacher : What's your hobby Regan?

Regan : Yeah, my hobby is fishing (answer and practices used body language)

Regan can speak English and Indonesian language well, and he was interested in the English language. He regards that the English language is easy and not difficult. Today the teacher explained the material about age. The teacher read the dialogue in the textbook, the teacher explained and read the dialogue and the students were repeated it. The teacher gave the task about the material in the textbook, the students must arrange the sentence wrong in the questions. The teacher used picture media in the book to made the students understood about the conversation of age. There are 10 sentences wrong and the students must answer it well after the students finished the teacher discussed the exercises with questions and answer with students.

The last ten minutes, the teacher and the students together reviewed the material given that day. The teacher always gave an opportunity and appreciation to the students to communicate. The English teacher closed the lesson with say hamdalah and salam. The observation today was over. The researcher said thanks for the help on the observation to the teacher.

The data of the observation 1-3 could be found in the appendix.

B. The data of the Interview

An interview is an instrument which done orally. Kothari has states “The interview method of collecting data involves the presentation of oral-verbal stimuli and replay in terms of oral-verbal responses. This method can be used through personal interview and, if possible, through a telephone interview.” The researcher used a personal interview to collect data after observation to the teacher.

The interview was conducted on Tuesday, April 22nd 2019 at 12.30 p.m. From the result of the English teacher’s interview, the writer could describe and identify the perceptions of the teacher in teaching English speaking to autism students and the difficulty. From all questions that proposed to the teacher the writer conclude that:

The teacher teaches at SKh Yayasan Karya Dharma Wanita 01 Tangerang since 2008. This school used the 2013 curriculum, but the curriculum is processed again and simplified so that the material is more effective to the students. Especially in speaking, there were some students can talk and not, every students were different. Then to solve it the teacher has an assessment to find out the students’ advantages and weakness. The teacher said for the implementation of lesson plan has not been appropriated by the curriculum because they didn’t see directly to student’s condition. The curriculum center is only a guideline. So the teacher reorganizes so that emphasizes aspects of communication training, conceptual and academic skills, play skills, social interaction skills. This

curriculum is arranged in stages starting from the easiest level to the most difficult such as concrete objects, symbols or photographs, draws.

For learning, almost all are fully assisted by teachers. The teacher was more active in class. It's the differences with the normal children who can be classical. The autistic students are less responsive, but it depends on the students again, because of in teaching autism student is more the individual owner.

Especially for speaking, the technique in teaching English usually used picture and flashcard so that their media must be more animated. And for the approach is used individual approach to teaching autism students. The teacher tried to make the students didn't confuse with clear instruction.

The internal factors of the difficulties were the less focus and comprehension's of autism students, they lack to communicate made the process of learning were difficult. And the external factors of the difficulties in teaching English was nothing special module or book for special need students especially for autistic students, the general book was not too supported for students and the material come back to the creativity of the teacher own. The teacher said the difficulties above were not an obstacle because of they were not sued, they fully assisted by the teacher.

The data of the interview could be found in the appendix.

C. Discussion

The last sub-chapter included in chapter four is a discussion. The researcher has aimed at initiating the discussion of finding.

1. The First Observation

a. Preparation

The English teacher-reviewed about the last lesson before the English teacher stepped forward into the next subject. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process. Not only reviewing the last subject, but the English teacher also asked them about their condition for that day and asked to open their book as the warming up before the main activity has begun. This appropriate with the theory of Douglas Brown that teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.¹

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), 7.

b. Method

The method used is a combination of existing methods, where the application is adapted to the conditions and abilities of children and the material from teaching materials provided to children. The teacher used discrete trial training and concrete picture to autism students because a concrete picture of something can capture messages, information, and understanding about such things.

c. Media

The teacher used a media picture in learning about daily activities. By providing pictures, the teacher can variously stimulate students' creativity in expressing their minds, feeling, and language. The use of pictures in the classroom provides a stimulating focus for students.² The teacher asked the students one by one to come forward in front of the class to determine a picture of daily activities and teach how to pronounce it. The teacher used media picture in teaching in this appropriate with the theory of Simon Baron-Cohen that 12 differences in children with autism and of them is autism may be fascinated by patterned material, be it visual (shapes), numeric ,alphanumeric, or lists because of autism students is strong with imagination.

² Ninik Briviliani, Eulis Rahmawati, "Use of Picture Books to Expose Young Learners Writing Activities", *In Loquen English Studies Journal*, Vol. 11, No. 2, (November, 2018), 68.

d. Approach

The teacher tried given individual approaches such as instruction and appreciation to the students like “Raka you’re good boy, you’re the smart boy you can write it”, “Raka lets write the vocabularies on the whiteboard”. The researcher sees the teacher did the approached so that the students focus, such as one communication, hold the hand, staring eyes, firm voice, and repetitive instruction, etc. According to Habsah Omar, Zahara Hussin, Saidah Siraj on teaching approach in autism students, the teachers are always trying to reach out and attract the attention of students with autism to focus on the classroom teaching by the elements of love and concern profound. The study also found the patience always was apparent in the teacher and exhibited at a high level continuously during teaching sessions. This found is appropriated with the theory above.

e. Difficulty

There was an autistic student who ignored and didn’t pay attention named Raka, he didn’t follow to wrote the vocabularies, he was fun alone side to side his head and mumble. He appeared not focused, the teacher tried to ask him again to paid attention and wrote the vocabularies on the whiteboard, but he didn’t listen to it and still ignored.

According to Ian T. Rossman, Autism was first described by Leo Kanner in 1943 as a developmental disease, present from birth, in which

reciprocal social behavior, language, and communication are impaired and patients display restricted interests and repetitive behaviors. According to the theory above, the students with autism who ignored and didn't pay attention what the teacher said is damaging the brain development of the central area of social interaction and communication skills, so the teacher was so difficult to build communication with him and he appeared not focused in the class. The teacher holds his hand, but Raka still didn't want to listen to it. Raka left his chair and fight, he leaned to the wall and bit his hand. According to Yuwono, the other behavior of autism in several behaviors is self-injury. Self-injury means that manifestation of behavioral autism to do injury with themselves.

2. The Second Observation

a. Preparation

The teaching-learning process started after the students respond to the English teacher. As usual, first of all, the English teacher and the students together reviewed the last material meeting before stepped into the next material. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process. This appropriate with the theory of H. Douglas Brown that teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction,

guiding of the study of something, providing with knowledge causing to know or understand.

b. Method

The method used is a combination of existing methods, where the application is adapted to the conditions and abilities of children and the material from teaching materials provided to children. The teacher used discrete trial training and concrete picture to autism students because a concrete picture of something can capture messages, information, and understanding about such things.

c. Media

The teacher used paper colors in this learning. The teacher used a media picture in learning about daily activities. The teacher asked the students one by one to come forward in front of the class to determine a picture of daily activities and teach how to pronounce it. The teacher used a picture. Simon Baron-Cohen cited 12 differences in children with autism and of them is autism may be fascinated by patterned material, be it visual (shapes), numeric, alphanumeric, or lists because of autism students is strong with imagination.

d. Approach

The researcher sees the teacher did the individual approached so that the students focus, such as one communication, staring eyes, hold the hand, firm voice, and repetitive instruction, etc. According to Habsah Omar, Zahara Hussin, Saidah Siraj on teaching approach in autism students, the teachers are always trying to reach out and attract the attention of students with autism to focus on the classroom teaching by the elements of love and concern profound. The study also found the patience always was apparent in the teacher and exhibited at a high level continuously during teaching sessions. This found is appropriated with the theory above.

e. Strategy

The teacher used instruction, given appreciation, and media tool to make the students active and understood the material well, the teacher brings the paper colors. The teacher asked one by one to the students about the colors all around the class and mentioned what's color of it, the teacher refers to the door's color, table, picture, and anything else regarding color in around the class. The students can answer well all of the questions. This appropriate with Simon Baron-Cohen (2000) to support the students with autism may have a strong desire to collect categories of objects or categories of information.

f. The difficulty

Teaching and learning activities are interactions between autistic students and the supervising teacher who teaches. In learning the autistic child is not easy because the teacher as a guide must have sensitivity, patience, creative, and consistent in the learning carried out because their main factors are lacking in understanding and communication. Teachers are required to be able to understand and understand autistic children because in general children with autism have difficulty understanding and understanding others.

3. The last observation

a. Preparation

The teacher greeted the students with salam and asked about how were the student's condition that day. The communication was built in English and Indonesian language so that the students understood what the teacher said. This was aimed to make the students got usual with the English language in the teaching-learning process. The teacher explained about the material that will be learned, the material today about 'how old are you' in the English book. This appropriate with the theory of Douglas Brown (2000: 7) that teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.

b. Method

The method used is a combination of existing methods, where the application is adapted to the conditions and abilities of children and the material from teaching materials provided to children. The teacher used discrete trial training and concrete picture to autism students because a concrete picture of something can capture messages, information, and understanding about such things.

The method in teaching autistic children is a method that provides a concrete picture of something so that students can capture messages, information, and understanding about such things

c. Media

The teacher used to picture in the book to make them understood about age's conversation. The teacher used the media picture in learning about daily activities. The teacher asked the students one by one to come forward in front of the class to determine the picture about daily activities and teach how to pronounce it. The teacher used a picture. Simon Baron-Cohen cited 12 differences in children with autism and of them is autism may be fascinated by patterned material, be it visual (shapes), numeric, alphanumeric, or lists because of autism students is strong with imagination.

d. Approach

The researcher sees the teacher did the individual approached so that the students focus, such as one communication, staring eyes, hold the hand, firm voice, and repetitive instruction, etc. According to Habsah Omar, Zahara Hussin, Saidah Siraj on teaching approach in autism students, the teachers are always trying to reach out and attract the attention of students with autism to focus on the classroom teaching by the elements of love and concern profound. The study also found the patience always was apparent in the teacher and exhibited at a high level continuously during teaching sessions. This found is appropriated with the theory above.

e. Strategy

To make communication with autism students well, the teacher tried to introduction herself to stimulus autism students speaking. The teacher did a simple conversation with the autism students. This appropriate with the theory according to Vikaspedia that the teacher creates an environment that is not over stimulating, create a structured environment with predictable routines, give fewer choices, and select repetitive motions when working on projects.

The teacher discussed the exercises with questions and answer with Regan one of the autistic students. Regan can read the question well and answer it. According to harmer, that Questionnaire is useful because by being pre-planned. They ensure that both questionnaire and respondent have something to say to each other. When learners design questionnaire on any topic, the teacher

can help them in the design process (as a resource). The result obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f. The difficulty

Teaching and learning activities are interactions between autistic students and the supervising teacher who teaches. In learning the autistic child is not easy because the teacher as a guide must have sensitivity, patience, creative, and consistent in the learning carried out because their main factors are lacking in understanding and communication. Teachers are required to be able to understand and understand autistic children because in general children with autism have difficulty understanding and understanding others.

4. Interview

The teacher said that students with autism have different competence in speaking, but the teacher has an assessment to find out the advantages of the student's weakness. Students with autism usually difficult in communication, Garside et al elaborates common characteristics of people with autistic which are also supported by other experts that all people with autism experience language and communication difficulties although there are differences among individuals. For learning students with autism almost all fully assisted by the teacher, the teacher who more active in the class. It's normal because students with autism are different from normal students in learning like the Ministry of Education in British Columbia said the people with autism have a psycho-educational profile that is different from

normally developing individuals. Studies show that there may be deficits in many cognitive functions, yet, not all are affected.

In learning students with autism the teacher used the simple command so that the students with autism clear, Garside et al 2000:45 state that is the strategy to assist with communication and language used vocabulary and sentence level appropriate to the student's comprehension capability. Use language that is clear, simple and concise.

The techniques in teaching students with autism usually used picture and flashcard, for the approach used an individual approach. Especially in command, the teacher must clear in instruction so that the students were not confused. It's appropriated with the theory of Garside et al that the use of visual supports may aid in obtaining and maintaining attention and for students with more severe communication disabilities, choose familiar, specific, and concrete words, and repeat as necessary.

The internal factor of teacher's difficulties in teaching autism students is less focus and comprehension, the lack of eyes contact. Those all appropriated with the theory of Yuwono that there are some characters of students with autism it's the social interaction (lack of eyes contact, own world, lack of empathy), language and communication (verbal disorder, echolalia, lack of pay attention).