

Analysis of Teachers Plans In English Learning Activities of Students With Autisms in Senior High School of School With Special Needs (Sekolah Luar Biasa) Untung Tuah Samarinda

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Keywords: Teaching English, Teachers Plans, Foreign Language, Autism.

Abstract: Along with the other regular students, disabled students have equal right to have equal education, to learn certain subjects including English. This study aims to describe how is the teachers plan in English Learning Activities of students with autisms in Senior High School of School with Special Need Untung Tuah Samarinda. The design of this study was case study used qualitative approach. The subjects of this study were English Teachers. The researcher used flow model made by Miles and Huberman (1994). The source of data come from the document in school which is related with teacher's lesson plan or teacher's syllabus. This study showed that Teachers/ Teaching plan for English subject were prepared in two forms. The first one is Syllabus and the second one is lesson plan. English teacher did not create their own lesson plan. They teach the students base on teacher's book and follow their student's mood. Thus, the researcher concludes that English syllabus in this school is based on teacher's book which is including purposes and scope of teaching English to students with autism which is create main competences, basic competences. Main competences, basic competences will use as the guidance to develop lesson plan.

1 INTRODUCTION

Autism is a complex developmental disorder that appears by age 1-3 years. Signs of autism usually appear in the first year and the previous 3-year-old child. The exact cause of autism is not known for sure it is not caused by a wrong upbringing. Most recent writing focuses on the biological and neurological abnormalities in the brain, including imbalances, biochemical, genetic factors and immune disorders (Sarwindah, 2002). Discussion on children with special need especially those with autism requires an understanding of its close relation with an inclusive education as one of the most essential part in which these disabled students are involved. Along with the other regular students, these disabled students have equal right to have equal education, to learn certain subjects including English.

One of the major characteristics of the autistic syndrome is an important delay in language acquisition (DMSM-IV 1994). The acquisition process of autistic children also different with normal children. Autistic children do not seem to acquire language through immersion as normal

children do but need speech therapy support. Additionally, only about half of children with autism speak as adults and their linguistic level remains lower than that of normal subjects (Howlin and Magiati, 2003). Despite the importance of language in both the diagnosis and the deficits of autistic people, longitudinal studies of how language develops in autistic children do not exist.

Teaching English to the students with autism means provide them the equal and best quality of English education. Appropriate teaching method, developing appropriate annual program, syllabus and lesson plan, providing appropriate treatment for them, designing simplified test and evaluation for them, the goal to acquire English as Foreign Language for these students with autism is reached. In the other words, the purpose of these efforts is made in order to reach the goal of learning that is to achieve outcome through the designed process of learning.

Government policy no. 20 year 2003 on national education system has provided different nuances in serving education for children with special need. In special education, it has been explained that special education refers to an education for learners with disorders or learners with exceptional intelligence

conducted inclusively or an educational unit in the elementary and middle level. School with special need (Sekolah Luar Biasa) Untung Tuah is one of the school that very concern with autism students. In every year, this school always get new students and this school also teach English to their students even with mental disorders or delay in language. Base on the background above, the researcher interest to conduct research about teaching English as foreign language (EFL) to students with autism in Senior high school of Sekolah Luar Biasa (SLB) Untung Tuah Samarinda 2016.

2 METHODOLOGIES

This research used qualitative research with case study approach. According to Miles and Huberman (1994), qualitative research, usually work with a small number of people in context. Qualitative research uses appropriateness technique to determine the individuals. According to Gay, et al (2006), qualitative sampling is the process of selecting a small number of individuals for a study in such a way that the individuals chosen will be able to help the researcher understand to the phenomenon under investigation. This study used purposive sampling. So, the subject of this research were two English teachers of the students with autism in this case, how the teacher plan and managing their class in the Senior high school of school with special need (Sekolah Luar Biasa) Untung Tuah Samarinda. One of the subject of this research was teacher's assistant.

3 FINDINGS

3.1 The Teachers Plan/ Teaching Plan

The result showed that teaching plan or teachers plan for English subject was based on Teacher Book. They didn't have any specific plan for teaching English. In other word they just use the teacher book to teach and didn't create their own lesson plan. This documentation searching about teacher's syllabus in teaching English to student with autism in Senior High School of Untung Tuah Samarinda supported by the result of interview and observation. Base on interview to English teachers show that English syllabus in senior high school is based on the syllabus that already exist in teacher book. It is based on interview above:

Extract 1.

"I have but not really specific. I just follow the syllabus in Teacher's book and focus on that but I don't really have a lesson plan"

TS1.14. line 1-2.

Base on the interview we can say that English syllabus in senior high school is based on the syllabus that already exist in teacher book. The reason why English teacher only focus on the teacher book because the material in teacher's book will be held in national examine. We can see this in the result of interview below:

Extract 2.

"Because the material in teacher's book will be held in national examine. That the reason why we focus on teacher's book."

TS.15. line 1

It is supported by the result of observation. Base on observation, English teacher teach their students with autism base on teacher's book. (Appendix 3). So, we can conclude that all of the competences (main and basic competences) and also all material was including in teacher's book.

Teacher plan have significance effect in learning and teaching process including in teaching English to students with autism. Base on the result of this research, we can say that, the teacher in Senior High School of Untung Tuah Samarinda don't really concern on that. They think that teaching English to students with autism is different with teaching English to normal students. They said that it is not only written on book, it is about children with autism wants to learn or not. We can see this in the result of interview above:

Extract 3

"Not really. I improvise"

TP1. 13. Line 1

Form the interview above, we can say that English teacher in SLB Untung Tuah teach their students don't really concern on teacher lesson plan. It is supported by the result of documentation and observation show that teacher did not have lesson plan. They think that teach the students with autism is not same with normal students because this student's is different. So, we can't use specific teaching method or concern on lesson plan when they were teaching. English teacher teaches their students with autism base on teacher's book and they don't have any specific plan for their student's.

Extract 4.

"You know, we can't teach the students with autism same with normal students because this student's is different. So, we can't use specific teaching method to teach them"

TP2.12. line 1-2.

So, we can conclude that, English teacher in Senior High School of Untung Tuah Samarinda did not have lesson plan when they teach. They teach base on teacher's book and follow their student's mood. We can understand that because that is not easy to make a specific plan when we have different background of the students need. It is cause by in one class there were thief students, hyperactive students and the students who cannot communicate.

3.2 Teacher Material

Base on documentation searching and observation, we can see that teaching material is also base on teacher's book. In chapter I they talk about "Expressions and Responses" In this chapter they talk about:

- Greeting and Responding
- Taking Leave and Responding
- Thanking and Responding
- Apologizing and Responding
- Short Functions Teaks: greeting card

Base on the teacher's book, English teacher should come to the class with Cheerful face and greet the students with English for example say "Good Morning". Teacher have to make sure that the students make respond such as "Good Morning Ma'am and so on. If the students do not respond yet, the teacher need to repeat the greeting again. After that the teacher need to explain the material to the students. Base on observation, the teacher always does the step but in different way. Sometime the teacher greets their students with song.

In chapter II, they talk about "Introducing name". in this chapter they talk about:

- Introducing myself and, it's responses
 - Introducing others and its responses
 - Short functions text: short message
- *Teacher Book page 70-98 (Appendix 1)

In chapter III, they talk about "I'm sorry to Hear That" In this chapter they talk about:

- Care
- Expression attention and responding
- Short functions text; birthday card

In chapter IV, they talk about "This is A Computer" In this chapter they talk about:

- The name of the object
- Number of the object
- Short functions text

In chapter V, they talk about "Announcements" In this chapter they talk about:

- Text structure
- The meaning of the notification
- Compile written text

In chapter V, they talk about "I Have a Pet" In this chapter they talk about:

- Descriptive text
- Describing people
- Describing Animals
- Describing Thing

Base on the observation, the result show that, English teaching can teach a one topic for three or four weeks. They said that it is very different and difficult to teach students with autism with normal students. So, they felt very proud if the students can memorize a particular word. So, they teach same material to students to make sure that they understand even it is takes time. It is proof the result of interview below:

Extract 5.

"No. I teach them a lot but I can teach them with some material for weeks"

TP3. 6. Line 1.

Extract 6.

"Maybe 4 weeks or more until they understand. I'm so happy even they only can memorize one word. It's mean a lot for me"

TP4. 7. Line 1.

4 DISCUSSIONS

Teacher plan have significance effect in learning and teaching process including in teaching English to students with autism. Base on the result of this research, we can say that, the teacher in Senior High School of Untung Tuah Samarinda don't really concern on that. They think that teaching English to students with autism is different with teaching English to normal students. They said that it is not only written on book, it is about children with autism wants to learn or not.

A syllabus is our guide to a course and what will be expected of you in the course or class. Generally, it will include course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell us nearly everything you need to know about how a course will be run and what will be expected of us. Base on documentation and interview, the result of this research shows that English syllabus in senior high school is used base on teacher's book. English syllabus in senior high school is based on the syllabus that already exists in teacher book. The reason why English teacher only focus on the teacher book because the material in teacher's book will l be held in national examine.

English teacher in SLB Untung Tuah teach their students don't really concern on teacher lesson plan. It is supported by the result of observation. Base on

observation English teacher teach their students with autism base on teacher's book and they don't have any specific plan for their student's. According to Hastuti (2014) the purposes of teaching English to student's with autism are to increase self-esteem to support skills learning program (Computer, fashion, catering, automotive, screen printing and so on) to develop the competence of communicating in the form of oral and written to achieve the level of functional literacy, to have an awareness of the essence and importance of English to enhance competitiveness as part of the global community and to develop an understanding of the interest between Language and culture.

Teaching English to students with autism especially to autism students in Senior High School also have scope of teaching. Hastuti (2014), the scope of teaching English for Senior High School of School with Special Need focus on the ability to understand and produce oral and written text are realized in the four language skills of listening, speaking, reading and writing in an integrated manner to achieve the level of functional literacy and the ability to understand and create a variety of short functional text and monologue and essay shaped procedure, descriptive, recount, narrative and report that appears in vocabulary, grammar and rhetorical steps.

The purposes and scope of teaching English to students with autism will create Main competences. According to Hastuti (2014) Main competence in teaching English for Senior High School of School with special need are to appreciate and practice the teachings of their religion in accordance with the ability of children with special needs, to appreciate and practice honest behavior, discipline, responsibilities, care (Mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and demonstrate behaviors as this part of the solution various problems in interacting effectively with the social and natural environment as well as in putting themselves in accordance with ability of children with special needs, the understanding of factual knowledge conceptually and procedurally in accordance with the ability of children with specifically need by curiosity about science, technology, art, culture, and humanities with human insight, national, state and civilization-related causes of phenomena and events as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem and the last one is to manage, reasoning and presents it in the realm of the abstract realm rill and appropriate the abilities of children with special need which is associated with the development of learned at school independently and is able to use the method according to the rules of science.

Main competences will create basic competences. According to Hastuti (2014) to appreciate and practice the teachings of their religion in accordance with the ability of children with special needs which is the first main competences of the students with autism when the teacher develops their lesson plan they need to must pay attention about how the students can grateful for the opportunity to learn English as a language of international communication embodied in the spirit of learning.

It is also same with the second main competences. The English teacher should be considered about how the students can show their politeness behaviour and care in carrying out the interpersonal communication with teachers and friends, shows their honest behaviours, discipline, confidence and responsibility for implementing a communication transactional with teachers and friends and also how the students can exhibit a responsible, caring, cooperation, and peaceful in implementing functional communication which is include in basic competences.

In addition to complete the third main competences when the develop their lesson plan the English teacher need to pay attention about how the students can understand about social function, the structure of the text and the elements of language in the expression greeting, farewell, thanks and apology and the response within the context of its use, the students understanding about the social function, the structure of the text and elements in the text linguistic identity exposure in accordance with the user context, the language element in the expression of interest (care) as well as the appropriate response to the user context, the students understanding about the social function, text structure and language elements on text to express and ask for the name and number of people, animals objects (tools skills) and label the goods are close to students' lives every day and how the students can understand the social functions, text structure and elements of the language of the notification text (announcement) in accordance in the context of its use and the language function of the descriptive text to express and inquire about the description of people, animals and objects are very short and simple according to the context.

The last one in addition to cover the last main competences there are some basic competences that need to get more attention when English teacher develop their lesson plan to teach students with autism are how to prepare the spoken text is simple to say and respond greeting, farewell, thanks and apology by observing the function and elements of language are correct and appropriate to the context, how to arrange spoken text and simple inscription to

present, asks and responds to exposure to identity, with due regard to social functions, text structure and elements of language are correct and appropriate to the context how to compile text and spoken to say and respond to expressions of concern (care), with attention to social functions, text structure and elements of language are correct and appropriate to the context, how to arrange the text and spoken to declare and to ask name of animals, objects (tools skills) and label the items close to the lives of students, how to explaining the meaning of the notice (announcement): make text write notice (announcement) and how to explaining the meaning of oral and written descriptive texts, very short and simple, descriptive text composing, oral and written very short and simple about the people, animals, objects by observing the social function, the structure of the text and the correct linguistic elements and in context.

Based on the observation, the result show that, English teaching can teach a one topic for three or four weeks. They said that it is very different and difficult to teach students with autism with normal students. So, they felt very proud if the students can memorize a particular word. So, they teach same material to students to make sure that they understand even it is takes time.

So, we can conclude that, English teacher in Senior High School of Untung Tuah Samarinda did not have lesson plan when they teach. They teach base on teacher's book and follow their student's mood. We can understand that because that is not easy to make a specific plan when we have different background of the students need. It is cause by in one class there were thief students, hyperactive students and the students who cannot communicate.

4 CONCLUSIONS

The conclusions of this study are Teachers plan for English subject at Senior High School of School with Special Need (Sekolah Luar Biasa) Untung Tuah for students with autism were implemented in two forms. The first one is Syllabus and the second one is lesson plan teaching plan. English syllabus in senior high school of Untung Tuah Samarinda is used base on teacher's book which is including purposes and scope of teaching English to students with autism which is create main competences, basic competences. Main competences, basic competences will use as the guidance to develop lesson plan. In application, English teacher did not create lesson plan when they have been teaching. They teach base on teacher's book and follow their student's mood. We can understand that because that is not easy to

make a specific plan when we have different background of the students need. It is cause by in one class there were thief students, hyperactive students and the students who cannot communicate.

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