TEACHING ENGLISH AS FOREIGN LANGUAGE TO STUDENTS WITH AUTISM

(A Descriptive Study Conducted at SMA Lazuardi Global Islamic School Depok)

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TEACHING ENGLISH AS FOREIGN LANGUAGE TO STUDENTS WITH AUTISM

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SHEET OF APPROVAL

The thesis titled "TEACHING ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS WITH AJWAQ (A DESCRIPTIVE STUDY CONDUCTED AT SMA LAZCARDI GLOBAL ISLAMIC SCHOOL DEPOK)" has been proposed to the Faculty of Tadziah and Teaching Program, UN Syarif Hidayatullah Jakarta, and has been announced to pass in the thesis defense examination conducted on April 4, 2014 before the examiners. Therefore, the writer is entitled to best master degree of education (M.Pd).

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DECLARATION

I hereby declare that this thesis is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Sarawak, June 27, 2007

[Signature]

Author’s Name
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ABSTRACT

Arifah Hilyati, *Teaching English as Foreign Language to Students with Autism, (A Descriptive Study Conducted at SMA Lazuardi Global Islamic School Depok)* Thesis, Jakarta: Master Program in English Education, Faculty of Teacher Training, State Islamic University, Syarif Hidayatullah Jakarta, June 2013.

**Keywords:** *Teaching English as Foreign Language to Students with Autism at SMA Lazuardi Global Islamic School Depok*

The background of this study is the fact that education belongs to all people from all walks of life regardless of their gender, faith, social status, race and even intellectual background. It includes those who are disabled.

The objective of the study is to find out the most decent treatment, approach and method in teaching English to the students with autism at SMA Lazuardi Global Islamic School Depok in order to provide them the equal best quality of English education.

The research methodology used in this thesis is qualitative descriptive. It is a scientific method which involves observing and describing the behavior of these students with *autism* in learning English as the Foreign Language without influencing it in any way.

The finding of the research is to answer the research questions by describing not only how English teaching to the *autism* is implemented but also how the curriculum of English subject is designed at SMA Lazuardi Global Islamic School Depok particularly and those with special need generally. In addition, how the English teachers at SMA Lazuardi develop the syllabus of English for these students with *autism*. Furthermore, how these students with *autism* deal with English learning activity and at the end is how the English teachers conduct evaluation for these students with *autism*.

At the end, the writer concludes by conducting the 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.
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2) Mrs. Afifa Fatima, S.Pd (The Orthopedagog of SMA Lazuardi Global Islamic School)
3) Mrs. Chitra Dewi, S.Pd (The Orthopedagog of SMA Lazuardi Global Islamic School)

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CHAPTER I

INTRODUCTION

A. Background of the Study

Being aware of the fact that education belongs to all people from all walks of life regardless of their gender, faith, social status, race even intellectual background, the writer draws a point of view that education is one of the most essential parts of one’s life. By gaining a decent and good quality education, one’s dignity will be lifted up and meet one’s expectation to adapt to his or her community. Furthermore, one’s knowledge and skill will be indeed useful to be applied in a community.

As it was internationally initiated by Education for All (EFA) which firstly launched in Jomtien, Thailand, in 1990 to bring the benefits of education to “every citizen in every society”, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals including to improve the quality of education and ensure the excellence. In addition, it is also aimed to improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. ¹

Moreover, in related with the above explanation, we must recognize the meaning of an inclusive education in which these disabled students study. It is stated in the constitution of the national educational system chapter 15 number 20/2003 that special education refers to an education for disabled learners or the exceptional learners conducted inclusively or the special

¹ http://go.worldbank.org/141DLBA8C0
educational unit in the level of elementary and secondary. It is stated as well in the government policy of national standard education in chapter 41 number 19 /2005 that each educational unit conducting inclusive education must possess teaching staff with prominent competence in providing learning process for learners with special need. Furthermore, it is also mentioned that an inclusive education can be conducted for children who are disabled.

In addition, the government policy in accordance with 9-year-education compulsory is encouraged by the persuasive action from International Education for All (EFA) sounded by UNESCO as a global agreement from World Education Forum in Dakar, Senegal in 2000, the finalization of EFA is expected to be reached in 2015. This ultimatum is in line with the spirit of 1945 Constitution Chapter 31, about citizen’s right to obtain education. In addition, chapter 32 national Education System no. 20 year 2003 in regard with national Education System regulates special education and special service education.

In the handbook of inclusive school, Pedoman Umum Penyelenggaraan Pendidikan Inklusif Departemen Pendidikan Nasional Direktorat Jendral Mandikdasmen Direktorat pembinaan Sekolah Luar Biasa 2007, the opportunity for children with special need to gain education is supported by Salamanca Declaration in 1994. The Salamanca Declaration is the extension of purpose of Education for All by considering the error of the core policy required to encourage inclusive education approach.

Nevertheless, in common, people ignore that children have very unique and various personality and intellectual level. These people tend to expect that these children posses average ability. Ironically, educational
institutions even tend to think similarly. This fact triggers them to discriminate those who are disabled and handicapped or what are called with children with special needs with various reasons that these schools do not want to put themselves into a big trouble because of dealing with children with special needs including those with autism.

In regard with the explanation in the above paragraphs, it is very necessary to know more about children with special need commonly and those with autism particularly. Children with special need means those who are disabled or exceptional children. Further explanation of children with special need refers to brain-damage, mentally retarded, mentally deficient, cerebral-palsied, spastic, flaccid, rigid, epileptic, autistic, athetoid, hyperactive and down’ children. They come with recorded IQ of 90, 80, 70, 60, 50, 40, 20, 10 or 0. Most of them are said to have immeasurable IQ’s. Meanwhile in the other sources, it is mentioned that students with special need refers to those who are slow learner, suffering mild retardation, moderate to severe retardation. Furthermore, the disability here includes those with dyslexia, brain injury, perceptual – motor disabilities, hyperactive, language problems, attention and activity problems, memory problems, cognitive problems, behavioral disorders, autism and hearing disorders.

According to Smith in his book, Inclusion, School for All Students (Wadsworth Publishing Company, 1998), the definition of disability has a long history. It has been long recognized the difference between disability and handicap. Disability is an actual condition of physic, mental and emotion. For instance a blind man or a deaf man, they have disability. This shortcoming is often more caused by how people behave toward them rather than an objective need. For example, a deaf woman might have difficulty in

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5 Doman G, What to do about your brained injured child. (Doubleday & Company), Inc.USA, p. 1
survive her life and work in her community caused by the others’ prejudice rather than her disability to hear.

In discussing the construction of social meaning of mental retardation, James Trent in his book, *Inventing the Feeble Mind* explained the disability is a construction which the change of meaning is constructed either by the person who begins it, the policy makers, programs and their implementation or the social context in which the persons give their response. 6 Trent reiterates that the meaning construction of disability is done on behalf of knowledge, attention to the persons with disability, or social and economic need. Each reason in defining people and their difference is often aimed to control a group of people which is considered as a threat or cause inconvenience for a community. The meaning construction of disability, from this perspective, is more motivated by controlling action rather than being empathy and importance to give the disabled persons all the best. 7

The further 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. In regard with how these disabled students acquire English as the foreign language, it will be discussed further in the next chapter.

Furthermore, in this handbook of Inclusive School, as well, it is mentioned that integrated education recently is focused toward an inclusive education as an ideal institution which is expected to be able to accommodate education for all, particularly children with autism whom considered to be those with special needs whose rights have not been fulfilled to obtain a decent education as obtained by the ordinary children. As an ideal institution, inclusive education has four characteristics of meaning namely: (1) Inclusive

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education is a continuous process in its effort to responds the divergent of child’s characteristic; (2) *Inclusive education* means to obtain ways to overcome child’s problem in learning; (3) *Inclusive education* conveys meaning that children with special need has equal opportunity to attend school, participate and obtain the goal of education in their life; and (4) *Inclusive school* is dedicated to children who are considered marginalized, exclusive and require special service in studying.

Through the inclusive education, it is expected the regular schools are able to accommodate all children including students with special needs. In Indonesia, the development of school bearing inclusive education has been realized through the policy of Minister of Education and Culture No. 002/U/1986. These institutions serve the accomplishing of compulsory education for students with special needs.

The access of education by considering category consisted in the meaning of inclusive is proven hard to fulfill. Therefore, the government policy in conducting the effort of equalizing the learning opportunity for students with special need is an initial step toward inclusive education. The system of inclusive education approach is expected to be able to reach all children throughout Indonesia.

Hence, the policy of Directorate General of Management of Elementary and High School, the Department of National Education in accomplishing education compulsory for children requires special education service accommodated through inclusive approach. Through this education, the accomplishing of compulsory education can be accelerated to the philosophy of equalizing and caring development toward the children requiring the special education service.

Based on the 1945 Constitution Chapter 31 Verse 1 and Government Policy no. 20 year 2003 on National Education System, it can be concluded that state gives children with special *including those with autism* need full guarantee to gain good quality of education. It indicates that children with
special needs. Furthermore, the disability here includes those with dyslexia, brain injury, perceptual – motor disabilities, hyperactive, language problems, attention and activity problems, memory problems, cognitive problems, behavioral disorders, autism and hearing disorders. They are entitled to gain the equal opportunity with other ordinary children in gaining education.

Government policy no. 20 year 2003 on national education system has provided different nuances in serving education for children with special need. In the explanation of chapter 15 on 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. This chapter enables breakthrough of educational service for children with disorders in the form of providing inclusive education. Operationally, this circumstance is strengthened with government policy on special education and special educational service. Further explanation in regard with inclusive education, it educates children with special need including those with autism, which will be explained later in detail explanation in chapter 2, along with the other ordinary children to accelerate their potency. This background is derived from the fact that in the society, regular children and children with special need cannot be separated in a community. Therefore, these disabled children should be given opportunity equally with the regular children. The explanation provided above has manifested a serious effort from government to implement an inclusive educational in Indonesia that requires a serious follow up with policy and technical guidance along with a set of activities to support the inclusive education.

Considering the above background and responding to the public community’s needs to provide suitable but qualified education for all commonly and for children with special need particularly, SMA Lazuardi
Global Islamic School Depok has initiated to meet their needs. A number of efforts have been made and continuously improved.

SMA Lazuardi Global Islamic School Depok implements and provides the most suitable curriculum as implicitly and explicitly recommended by government and it develops some elements related such as designing the annual program which is furthermore extended to it the syllabus and lesson plan that will be implemented in the daily classroom teaching activities.

This school, as well, in cooperation with several experts concerned such as orthopedagogs and a team of psychologists make assessments for these students with autism and provide the most suitable psychological and social treatment concerning their daily behavior either inside or outside the classroom.

Either the orthopedagos or a team of psychologists communicate their assessments with all teachers concerned, headmaster, the director of this school and their parents in order to search a mutual understanding.

Eventually, the writer expects that this research will be beneficial not only for the writer herself in improving the quality of education, particularly in teaching English for these students with special need but also to all stakeholders of education concerning with education of these students with special need and especially for these students in acquiring English as the foreign language as English is one of the important subjects at school which all learners including these disabled have the equal right to learn and acquire to reach an expected language competence. The language competence here includes reading, writing, speaking and listening that these students with special need must possess. At the end, it is expected that this competence will be useful and meaningful for their future life.
B. Focus of the Study

a. Identification of the Problem

Identification of the problem was found after observing the characteristic and social behaviour of the students with autism, particularly concerning their English learning activity. In related to this condition, observations, interview, involving in the learning environment and making direct contact with the students with autism are conducted.

The study is not only focuessed on how these students learn English but also recognizing their impairment in social life due to the neurological disorder.

b. Limitation of the Study

Teaching English to students with special need especially those with autism is a fact that is necessary to find out the solution in order to reach the goal of education including to encourage these disabled students to meet satisfying academic outcome. It requires several considerations including:

1. Curriculum

Curriculum can be defined, as an educational program which states:

a) The educational purpose of the program (the ends).

b) The content teaching procedures and learning experience which will be necessary to achieve this purpose (the means).

c) Some means for assessing whether or not the educational ends have been achieved.\(^8\)

Nunan (2000) defines that curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. In addition, White (1993) explains that

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\(^8\) Richards, Platt and Platt 1993. P. 94
curriculum theory encompasses philosophy and value systems; the
main components of the curriculum: purposes, content, methodology
and evaluation; and the process whereby curricula are developed,
implemented and evaluated”.

2. Teachers

Teachers have very essential role in educating all students in general
and particularly students with special need. The following is the citation from
a source in regard with the role of teachers by the National Commission on
Education concluded with a vision of the teacher in the twenty-first century:

*In our vision, a teacher in the 21st century will be an authority and
enthusiast in the knowledge, ideas, skills, understanding and values to be
presented to pupils. The teacher will be an expert on effective learning, with
knowledge of a range of classroom methods that can be intelligently applied
and an understanding of appropriate organisational and management styles,
conditions, and resources. The teacher will have the capacity to think deeply
about educational aims and values, and thereby critically about educational
programmes. The teacher will be willing to motivate and encourage each and
every pupil, assessing progress and learning needs in their widest sense,
even when this involves them in areas outside formal education. The teacher
will in the first instance be an educator, not only of the ‘subject’ being taught
but also aiming to extend the intellectual, imaginative, inquiring and critical
powers of his or her pupils, and to encourage them to question their wider
personal and social values. (p. 197)*. As cited by Christopher Day in his

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9 Day, Christopher *Developing Teacher*, (Falmer Press, 1999), p. 204.
3. Learning Activity

Smith explains that learning activity should be designed conductively. Here teacher plays the role to create such learning activity by handling the students with autism, responding giving attention and understanding and supporting those students in case they have learning problem. As the result, students will trust their teachers and are willing to ask them for help. In addition, their self confidence in learning will increase. At the end, the level and quality of learning process will be firmly strengthened.

4. Testing and Evaluation

Testing and evaluation are part of educational process in order to measure students’ progress. Graves (2000) mentions that defining the context and articulating our beliefs serve as the foundation for the process to follow when designing our own programme. Assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course and conceptualizing content is described as a framework of course development process. Although there is no one way of organizing a course; the factors mentioned can help us choose how to do it. The results have to make sense to teachers, to the students, and to the authorities.

Like other subjects, English testing is designed divergently for these students with autism. The form of test is simplified according to their ability which helps these students do the test without significance difficulty. The further explanation of the English testing and evaluation for the students with autism will include the philosophy, designing, developing and using language test. Afterward, the scoring will be explained.

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David J. Smith, Inclusion, School for All Students (Wardsworth Publishing Company, 1998), p. 84
C. Research Questions

Based on the real conditions stated in the introduction and in the research problem, it can be formulated that the research questions will be focused on:

1. How was the curriculum of English subject designed and implemented at SMA Lazuardi Global Islamic School Depok for students with autism particularly and those with special need generally?
2. How did the English teachers at SMA Lazuardi develop the syllabus of English for these students with autism?
3. How did the students with autism cope with English learning activity?
4. How did English teachers asses English foreign Language for the students with autism?

For further detail, here are some consideration supporting the research question; the researcher indicates the purpose or intent of the study discusses making sense out of participants' story; indicates the central phenomenon of the children with special needs that is the focus of the study and researcher indicates the significance of acquiring English as the foreign language for these students with autism.

D. Objective of the Study

In general, the objective of the research is to find out the solution to the problems as asked in the research questions:

1. To describe how the curriculum of English subject was designed and implemented at SMA Lazuardi Global Islamic School Depok for students with autism particularly and those with special need generally.
2. To describe how the English teachers at SMA Lazuardi Global Islamic School Depok developed the syllabus of English for the students with autism.
3. To describe how the students with *autism* cope with English learning activity.

4. To describe how SMA Lazuardi Global Islamic School Depok conducted evaluation for these students with *autism*.

**E. Significance of the Study**

Theoretically, the significance of the study is to raise awareness and understanding from public that these students with *autism* are also part of us. They also have the same rights to gain good quality of education which they deserve for it. And it has become our responsibility to provide them the good quality of education. The most essential thing is to raise our awareness that we care about, have love and affection for our students, not exception, including these students with *autism*.

Practically, the purpose of this research is to build these *students with autisms*’ skill and competence by exploring their experience, understanding and awareness of learning English as the foreign language. Here, the implication of curriculum, role of teachers, learning activity, testing and evaluation as mentioned in the research questions come up as the most essential part of this study.

Furthermore, for teachers, this study is expected to develop their teaching approach. For the scope of science, it is expected to manifest the inclusive educational concept of teaching English as the second language for these students with special need.

In regard with the government policy, it is expected to apply a number of aspects including human resources for the handicapped students.

In addition, the efforts which are made by all stakeholders in order to educate the students with *autism*, particularly in acquiring English as the second language by implicating curriculum, providing quality teachers, providing a conducive learning activity, testing and evaluation as mentioned
in the research questions come up as the most essential part of this study will be successful.

At the end, for the next researchers who wish to conduct the similar type of research should plan it well, do interview more intensively, prepare the instrument better, find out more resources such as books, international journal, workshop papers and its stuffs.
CHAPTER II
LITERATURE REVIEW

A. Brief Explanation of Autism

Autism refers to a condition which was initially classified seriously emotionally disturbance. In a revision done by IDEA in 1990, it is added a separated category for autism. This addition occurred because there was a clear difference both in etiology and its characteristics compared to the other disturbance which was included in seriously emotionally disturbed.\(^1\)

Further explanation, Autism is a neurological disorder which often causes communication and social interactive inability. It is a disorder of neural development characterized by impaired social interaction and communication, and by restricted and repetitive behavior. The diagnostic criteria require that symptoms become apparent before a child is three years old.\(^2\) Autism affects information processing in the brain by altering how nerve cells and their synapses connect and organize; how this occurs is not well understood. It is one of three recognized disorders in the autism spectrum (ASDs), the other two being Asperger syndrome, which lacks delays in cognitive development and language, and pervasive developmental disorder, not otherwise specified (commonly abbreviated as PDD-NOS), which is diagnosed when the full set of criteria for autism or Asperger syndrome are not met.

Autism has a strong genetic basis, although the genetics of autism are complex and it is unclear whether ASD is explained more by rare mutations, or by rare combinations of common genetic variants.\(^3\) In rare cases, autism is

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strongly associated with agents that cause birth defects. Controversies surround other proposed environmental causes, such as heavy metals, pesticides or childhood vaccines; the vaccine hypotheses are biologically implausible and lack convincing scientific evidence. The prevalence of autism is about 1–2 per 1,000 people worldwide, and the Centers for Disease Control and Prevention (CDC) report 11 per 1,000 children in the United States are diagnosed with ASD as of 2008.\textsuperscript{4} The number of people diagnosed with autism has increased dramatically since the 1980s, partly due to changes in diagnostic practice; the question of whether actual prevalence has increased is unresolved.\textsuperscript{5}

Parents usually notice signs in the first two years of their child's life.\textsuperscript{6} The signs usually develop gradually, but some autistic children first develop more normally and then regress. Early behavioral or cognitive intervention can help autistic children gain self-care, social, and communication skills. Although there is no known cure, there have been reported cases of children who recovered. Not many children with autism live independently after reaching adulthood, though some become successful. An autistic culture has developed, with some individuals seeking a cure and others believing autism should be accepted as a difference and not treated as a disorder.\textsuperscript{7}

1. The Characteristics of Autism

Autism is a highly variable neuro-developmental disorder that first appears during infancy or childhood, and generally follows a steady course

\textsuperscript{5} Newschaffer CJ, Croen LA, Daniels I et al. The epidemiology of autism spectrum disorders [PDF]. \textit{Annu Rev Public Health}. 2007. P.28
\textsuperscript{7} Silverman C. Fieldwork on another planet: social science perspectives on the autism spectrum. \textit{Biosocieties}. 2008.p.3
without remission. Overt symptoms gradually begin after the age of six months, become established by age two or three years, and tend to continue through adulthood, although often in more muted form. It is distinguished not by a single symptom, but by a characteristic triad of symptoms: impairments in social interaction; impairments in communication; and restricted interests and repetitive behavior. Other aspects, such as atypical eating, are also common but are not essential for diagnosis. Autism's individual symptoms occur in the general population and appear not to associate highly, without a sharp line separating pathologically severe from common traits.

2. Social Development

Social deficits distinguish autism and the related autism spectrum disorders (ASD) from other developmental disorders. People with autism have social impairments and often lack the intuition about others that many people take for granted. Noted autistic Temple Grandin described her inability to understand the social communication of neuro-typicals, or people with normal neural development, as leaving her feeling "like an anthropologist on Mars".

Unusual social development becomes apparent early in childhood. Autistic infants show less attention to social stimuli, smile and look at others less often, and respond less to their own name. Autistic toddlers differ more strikingly from social norms; for example, they have less eye contact and turn taking, and do not have the ability to use simple movements to express themselves, such as the deficiency to point at things. Three- to five-year-old autistic children are less likely to exhibit social understanding, approach others spontaneously, imitate and respond to emotions, communicate

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9 London E. The role of the neurobiologist in redefining the diagnosis of autism. Brain Pathol. 2007.p.1
nonverbally, and take turns with others. However, they do
form attachments to their primary caregivers.\textsuperscript{11} Most autistic children
display moderately less attachment security than non-autistic children,
although this difference disappears in children with higher mental
development or less severe ASD. Older children and adults with ASD
perform worse on tests of face and emotion recognition.\textsuperscript{12}

3. Communication

About a third to a half of individuals with autism does not develop
enough natural speech to meet their daily communication
needs.\textsuperscript{13} Differences in communication may be present from the first year of
life, and may include delayed onset of babbling, unusual gestures,
diminished responsiveness, and vocal patterns that are not synchronized
with the caregiver. In the second and third years, autistic children have less
frequent and less diverse babbling, consonants, words, and word
combinations; their gestures are less often integrated with words. Autistic
children are less likely to make requests or share experiences, and are more
likely to simply repeat others’ words (echolalia)\textsuperscript{14} or reverse
pronouns.\textsuperscript{15} Joint attention seems to be necessary for functional speech, and
deficits in joint attention seem to distinguish infants with ASD; for example,
they may look at a pointing hand instead of the pointed-at object, and they

\textsuperscript{11}Rutgers AH, Bakermans-Kranenburg MJ, van IJzendoorn MH, van Berckelaer-Onnes IA. Autism and

\textsuperscript{12}Sigman M, Dijamco A, Gratier M, Rozga A. Early detection of core deficits in autism. \textit{Ment Retard Dev

\textsuperscript{13}Noens I, van Berckelaer-Onnes I, Verpoorten R, van Duijn G. The ComFor: an instrument for the
indication of augmentative communication in people with autism and intellectual disability. \textit{J Intellect Disabil Res}.
2006.p.50

\textsuperscript{14}Landa R. Early communication development and intervention for children with autism. \textit{Ment Retard Dev

in \textit{ActaPaedopsychiatr}.1968.p.35
consistently fail to point at objects in order to comment on or share an experience. Autistic children may have difficulty with imaginative play and with developing symbols into language.\textsuperscript{16}

In a pair of studies, high-functioning autistic children aged 8–15 performed equally well as, and adults better than, individually matched controls at basic language tasks involving vocabulary and spelling. Both autistic groups performed worse than controls at complex language tasks such as figurative language, comprehension and inference. As people are often sized up initially from their basic language skills, these studies suggest that people speaking to autistic individuals are more likely to overestimate what their audience comprehends.\textsuperscript{17}

4. Repetitive behavior

Autistic individuals display many forms of repetitive or restricted behavior, which the Repetitive Behavior Scale-Revised (RBS-R)\textsuperscript{36} categorizes as follows.

a) **Stereotypy** is repetitive movement, such as hand flapping, head rolling, or body rocking.

b) **Compulsive behavior** is intended and appears to follow rules, such as arranging objects in stacks or lines.

c) **Sameness** is resistance to change; for example, insisting that the furniture not be moved or refusing to be interrupted.

d) **Ritualistic behavior** involves an unvarying pattern of daily activities, such as an unchanging menu or a dressing ritual. This is


closely associated with sameness and an independent validation has suggested combining the two factors.\textsuperscript{18}

e) **Restricted behavior** is limited in focus, interest, or activity, such as preoccupation with a single television program, toy, or game.

f) **Self-injury** includes movements that injure or can injure the person, such as eye poking, skin picking, hand biting, and head banging.\textsuperscript{19} A 2007 study reported that self-injury at some point affected about 30\% of children with ASD.\textsuperscript{20}

No single repetitive or self-injurious behavior seems to be specific to autism, but only autism appears to have an elevated pattern of occurrence and severity of these behaviors.\textsuperscript{21}

5. **Other Symptoms**

Autistic individuals may have symptoms that are independent of the diagnosis, but that can affect the individual or the family.\textsuperscript{22} An estimated 0.5\% to 10\% of individuals with ASD show unusual abilities, ranging from splinter skills such as the memorization of trivia to the extraordinarily rare talents of prodigious autistic savants. Many individuals with ASD show superior skills in perception and attention, relative to the general population. Sensory abnormalities are found in over 90\% of those with autism, and are considered core features by some although there is no good evidence that sensory symptoms differentiate autism from other developmental disorders.


Differences are greater for under-responsivity (for example, walking into things) than for over-responsively (for example, distress from loud noises) or for sensation seeking (for example, rhythmic movements). An estimated 60%–80% of autistic people have motor signs that include poor muscle tone, poor motor planning, and toe walking; deficits in motor coordination are pervasive across ASD and are greater in autism proper.23

6. Classification

Autism is one of the five pervasive developmental disorders (PDD), which are characterized by widespread abnormalities of social interactions and communication, and severely restricted interests and highly repetitive behavior. These symptoms do not imply sickness, fragility, or emotional disturbance.24

Of the five PDD forms, Asperger syndrome is closest to autism in signs and likely causes; Rett syndrome and childhood disintegrative disorder share several signs with autism, but may have unrelated causes; PDD not otherwise specified (PDD-NOS; also called atypical autism) is diagnosed when the criteria are not met for a more specific disorder.25 Unlike with autism, people with Asperger syndrome have no substantial delay in language development. The terminology of autism can be bewildering, with autism, Asperger syndrome and PDD-NOS often called the autism spectrum disorders (ASD) or sometimes the autistic disorders,26 whereas autism itself is often called autistic disorder, childhood autism, or infantile autism. In this article, autism refers to the classic autistic


disorder; in clinical practice, though, *autism, ASD*, and *PDD* are often used interchangeably. ASD, in turn, is a subset of the broader autism phenotype, which describes individuals who may not have ASD but do have autistic-like traits, such as avoiding eye contact.27

The manifestations of autism cover a wide spectrum, ranging from individuals with severe impairments—who may be silent, mentally disabled, and locked into hand flapping and rocking—to high functioning individuals who may have active but distinctly odd social approaches, narrowly focused interests, and verbose, pedantic communication. Because the behavior spectrum is continuous, boundaries between diagnostic categories are necessarily somewhat arbitrary.28 Sometimes the syndrome is divided into low-, medium- or high-functioning autism (LFA, MFA, and HFA), based on IQ thresholds, or on how much support the individual requires in daily life; these subdivisions are not standardized and are controversial. Autism can also be divided into syndromal and non-syndromal autism; the syndromal autism is associated with severe or profound mental retardation or a congenital syndrome with physical symptoms, such as tuberous sclerosis. Although individuals with Asperger syndrome tend to perform better cognitively than those with autism, the extent of the overlap between Asperger syndrome, HFA, and non-syndromal autism is unclear.29

7. Causes

It has long been presumed that there is a common cause at the genetic, cognitive, and neural levels for autism's characteristic triad of symptom.


However, there is increasing suspicion that autism is instead a complex disorder whose core aspects have distinct causes that often co-occur.\textsuperscript{30}

Deletion (1), duplication (2) and inversion (3) are all chromosome abnormalities that have been implicated in autism. Autism has a strong genetic basis, although the genetics of autism are complex and it is unclear whether ASD is explained more by rare mutations with major effects, or by rare multigene interactions of common genetic variants. Complexity arises due to interactions among multiple genes, the environment, and epigenetic factors which do not change DNA but are heritable and influence gene expression.\textsuperscript{31} Studies of twins suggest that heritability is 0.7 for autism and as high as 0.9 for ASD, and siblings of those with autism are about 25 times more likely to be autistic than the general population.\textsuperscript{32} However, most of the mutations that increase autism risk have not been identified. Typically, autism cannot be traced to a Mendelian (single-gene) mutation or to a single chromosome abnormality, and none of the genetic syndromes associated with ASDs have been shown to selectively cause ASD. Numerous candidate genes have been located, with only small effects attributable to any particular gene. The large number of autistic individuals with unaffected family members may result from copy number variations—spontaneous deletions or duplications in genetic material during meiosis.\textsuperscript{33} Hence, a substantial fraction of autism cases may be traceable to genetic causes that are highly heritable but not inherited: that is, the mutation that causes the autism is not present in the parental genome.


\textsuperscript{32} Geschwind DH. Advances in autism. \textit{Annu Rev Med.} 2009.p.60

\textsuperscript{33} Cook EH, Scherer SW. Copy-number variations associated with neuropsychiatric conditions. \textit{Nature.} 2008;455
8. Pathophysiology

Autism affects the amygdale, cerebellum, and many other parts of the brain. Unlike many other brain disorders, such as Parkinson's, autism does not have a clear unifying mechanism at either the molecular, cellular, or systems level; it is not known whether autism is a few disorders caused by mutations converging on a few common molecular pathways, or is (like intellectual disability) a large set of disorders with diverse mechanisms. Autism appears to result from developmental factors that affect many or all functional brain systems, and to disturb the timing of brain development more than the final product. Neuroanatomical studies and the associations with teratogens strongly suggest that autism's mechanism includes alteration of brain development soon after conception. This anomaly appears to start a cascade of pathological events in the brain that are significantly influenced by environmental factors. Just after birth, the brains of autistic children tend to grow faster than usual, followed by normal or relatively slower growth in childhood. It is not known whether early overgrowth occurs in all autistic children. It seems to be most prominent in brain areas underlying the development of higher cognitive specialization. Hypotheses for the cellular and molecular bases of pathological early overgrowth include the following:

a) An excess of neurons that causes local over connectivity in key brain regions.
b) Disturbed neuronal migration during early gestation.
c) Unbalanced excitatory–inhibitory networks.
d) Abnormal formation of synapses and dendritic spines, for example, by modulation of the neurexin–

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neuroligin cell-adhesion system, or by poorly regulated synthesis of synaptic proteins. Disrupted synaptic development may also contribute to epilepsy, which may explain why the two conditions are associated.\textsuperscript{37}

In the genetic area, relations have been found between autism and schizophrenia based on duplications and deletions of chromosomes; research showed that schizophrenia and autism are significantly more common in combination with 1q21.1 deletion syndrome. Research on autism/schizophrenia relations for chromosome 15 (15q13.3), chromosome 16 (16p13.1) and chromosome 17 (17p12) are inconclusive.\textsuperscript{38}

9. Neuropsychology

Two major categories of cognitive theories have been proposed about the links between autistic brains and behavior. The first category focuses on deficits in social cognition. The empathizing–systemizing theory postulates that autistic individuals can systemize - that is, they can develop internal rules of operation to handle events inside the brain - but are less effective at empathizing by handling events generated by other agents. An extension, the extreme male brain theory, hypothesizes that autism is an extreme case of the male brain, defined psychometrically as individuals in whom systemizing is better than empathizing;\textsuperscript{39} this extension is controversial, as many studies contradict the idea that baby boys and girls respond differently to people and objects.\textsuperscript{40}

\textsuperscript{37} Tuchman R, Moshé SL, Rapin I. Convulsing toward the pathophysiology of autism. Brain Dev. 2009 p.31


\textsuperscript{40} Spelke ES. Sex differences in intrinsic aptitude for mathematics and science?: a critical review [PDF]. Am Psychol. 2005 p.60
These theories are somewhat related to the earlier theory of mind approach, which hypothesizes that autistic behavior arises from an inability to ascribe mental states to one and others. The theory of mind hypothesis is supported by autistic children's atypical responses to the Sally–Anne test for reasoning about others' motivations, and the mirror neuron system theory of autism described in *Pathophysiology* maps well to the hypothesis. However, most studies have found no evidence of impairment in autistic individuals' ability to understand other people's basic intentions or goals; instead, data suggests that impairments are found in understanding more complex social emotions or in considering others' viewpoints.

The second category focuses on non social or general processing: the executive functions such as working memory, planning, and inhibition. In his review, Kenworthy states that "the claim of executive dysfunction as a causal factor in autism is controversial", however, "it is clear that executive dysfunction plays a role in the social and cognitive deficits observed in individuals with autism". Tests of core executive processes such as eye movement tasks indicate improvement from late childhood to adolescence, but performance never reaches typical adult levels. A strength of the theory is predicting stereotyped behavior and narrow interests; two weaknesses are that executive function is hard to measure and that executive function deficits have not been found in young autistic children.

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10. Diagnosis

Diagnosis is based on behavior, not cause or mechanism. Autism is defined in the DSM-IV-TR as exhibiting at least six symptoms total, including at least two symptoms of qualitative impairment in social interaction, at least one symptom of qualitative impairment in communication, and at least one symptom of restricted and repetitive behavior. Sample symptoms include lack of social or emotional reciprocity, stereotyped and repetitive use of language or idiosyncratic language, and persistent preoccupation with parts of objects. Onset must be prior to age three years, with delays or abnormal functioning in either social interaction, language as used in social communication, or symbolic or imaginative play. The disturbance must not be better accounted for by Rett syndrome or childhood disintegrative disorder. ICD-10 uses essentially the same definition.

Several diagnostic instruments are available. Two are commonly used in autism research: the Autism Diagnostic Interview-Revised (ADI-R) is a semi-structured parent interview, and the Autism Diagnostic Observation Schedule (ADOS) uses observation and interaction with the child. The Childhood Autism Rating Scale (CARS) is used widely in clinical environments to assess severity of autism based on observation of children.

A pediatrician commonly performs a preliminary investigation by taking developmental history and physically examining the child. If warranted, diagnosis and evaluations are conducted with help from ASD specialists, observing and assessing cognitive, communication, family, and other factors using standardized tools, and taking into account any associated medical conditions. A pediatric neuropsychologist is often asked to assess behavior and cognitive skills, both to aid diagnosis and to help recommend educational

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interventions.\textsuperscript{48} A differential diagnosis for ASD at this stage might also consider mental retardation, hearing impairment, and a specific language impairment such as Landau–Kleffner syndrome. The presence of autism can make it harder to diagnose coexisting psychiatric disorders such as depression.\textsuperscript{49}

Clinical genetics evaluations are often done once ASD is diagnosed, particularly when other symptoms already suggest a genetic cause. Although genetic technology allows clinical geneticists to link an estimated 40\% of cases to genetic causes, consensus guidelines in the US and UK are limited to high-resolution chromosome and fragile X testing. A genotype-first model of diagnosis has been proposed, which would routinely assess the genome's copy number variations.\textsuperscript{50} As new genetic tests are developed several ethical, legal, and social issues will emerge. Commercial availability of tests may precede adequate understanding of how to use test results, given the complexity of autism's genetics.\textsuperscript{51} Metabolic and neuroimaging tests are sometimes helpful, but are not routine.\textsuperscript{52}

ASD can sometimes be diagnosed by age 14 months, although diagnosis becomes increasingly stable over the first three years of life: for example, a one-year-old who meets diagnostic criteria for ASD is less likely than a three-year-old to continue to do so a few years later. In the UK the National Autism Plan for Children recommends at most 30 weeks from first concern to completed diagnosis and assessment, though few cases are


handled that quickly in practice. A 2009 US study found the average age of formal ASD diagnosis was 5.7 years, far above recommendations, and that 27% of children remained undiagnosed at age 8 years. Although the symptoms of autism and ASD begin early in childhood, they are sometimes missed; years later, adults may seek diagnoses to help them or their friends and family understand themselves, to help their employers make adjustments, or in some locations to claim disability living allowances or other benefits.

11. Management

The main goals when treating children with autism are to lessen associated deficits and family distress, and to increase quality of life and functional independence. No single treatment is best and treatment is typically tailored to the child's needs. Families and the educational system are the main resources for treatment. Studies of interventions have methodological problems that prevent definitive conclusions about efficacy. Although many psychosocial interventions have some positive evidence, suggesting that some form of treatment is preferable to no treatment, the methodological quality of systematic reviews of these studies has generally been poor, their clinical results are mostly tentative, and there is little evidence for the relative effectiveness of treatment options. Intensive, sustained special education programs and behavior therapy early in life can help children acquire self-care, social, and job skills, and often improve functioning and decrease symptom severity and maladaptive behaviors; claims that intervention by

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54 National Autistic Society. Diagnosis: how can it benefit me as an adult?, 2005


Around age three years is crucial and are not substantiated. Available approaches include applied behavior analysis (ABA), developmental models, structured teaching, speech and language therapy, social skills therapy, and occupational therapy.

Educational interventions can be effective to varying degrees in most children: intensive ABA treatment has demonstrated effectiveness in enhancing global functioning in preschool children and is well-established for improving intellectual performance of young children. Neuropsychological reports are often poorly communicated to educators, resulting in a gap between what a report recommends and what education is provided. It is not known whether treatment programs for children lead to significant improvements after the children grow up, and the limited research on the effectiveness of adult residential programs shows mixed results. The appropriateness of including children with varying severity of autism spectrum disorders in the general education population is a subject of current debate among educators and researchers.

Many medications are used to treat ASD symptoms that interfere with integrating a child into home or school when behavioral treatment fails. More than half of US children diagnosed with ASD are prescribed psychoactive drugs or anticonvulsants, with the most common drug classes being antidepressants, stimulants, and antipsychotics. Aside from antipsychotics, there is scant reliable research about the effectiveness or safety of drug treatments for adolescents and adults with ASD. A person with ASD may respond atypically to medications, the medications can

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have adverse effects, and no known medication relieves autism's core symptoms of social and communication impairments. Experiments in mice have reversed or reduced some symptoms related to autism by replacing or modulating gene function, suggesting the possibility of targeting therapies to specific rare mutations known to cause autism.\textsuperscript{60}

Although many alternative therapies and interventions are available, few are supported by scientific studies. Treatment approaches have little empirical support in quality-of-life contexts, and many programs focus on success measures that lack predictive validity and real-world relevance. Scientific evidence appears to matter less to service providers than program marketing, training availability, and parent requests.\textsuperscript{61} Some alternative treatments may place the child at risk. A 2008 study found that compared to their peers, autistic boys have significantly thinner bones if on casein-free diets;\textsuperscript{62} in 2005, botched chelation therapy killed a five-year-old child with autism.\textsuperscript{63}

12. Prognosis

There is no known cure. Children recover occasionally, so that they lose their diagnosis of ASD; this occurs sometimes after intensive treatment and sometimes not. It is not known how often recovery happens; reported rates in unselected samples of children with ASD have ranged from 3\% to 25\%. Most autistic children can acquire language by age 5 or younger, though a few have developed communication skills in later years.\textsuperscript{64} Most children

\textsuperscript{60} Dölen G, Carpenter RL, Ocain TD, Bear MF. Mechanism-based approaches to treating fragile X. PharmacolTher. 2010.p.127

\textsuperscript{61} Stahmer AC, Collings NM, Palinkas LA. Early intervention practices for children with autism: descriptions from community providers. Focus Autism Other DevDisabl. 2005.p.20


\textsuperscript{64} Pickett E, Pullara O, O'Grady J, Gordon B. Speech acquisition in older nonverbal individuals with autism: a review of features, methods, and prognosis. CognBehav Neurol. 2009.p.22
with autism lack social support, meaningful relationships, future employment opportunities or self-determination. Although core difficulties tend to persist, symptoms often become less severe with age.

B. Teaching English as the Foreign Language to the Students with Autism

1. The Objective of English Teaching and the Process of the Students with Autism

Before discussing further teaching English as the Foreign Language to the students with autism in SMA Lazuardi Global Islamic School Depok, the objectives of English teaching and the process of the students with autism will also be explained.

As it was internationally initiated by Education for All (EFA) which firstly launched in Jomtien, Thailand, in 1990 to bring the benefits of education to “every citizen in every society”, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals including to improve the quality of education and ensure the excellence. In addition, it is also aimed to improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.\(^\text{65}\)

Moreover, in related with the above explanation, we must recognize the meaning of an inclusive education in which these disabled students study. It is stated in the constitution of the national educational system chapter 15 number 20/2003 that special education refers to an education for disabled learners or the exceptional learners conducted inclusively or the special

\(^{65}\) http://go.worldbank.org/I41DLBA8C0
educational unit in the level of elementary and secondary. It is stated as well in the government policy of national standard education in chapter 41 number 19 /2005 that each educational unit conducting inclusive education must possess teaching staff with prominent competence in providing learning process for learners with special need.66 Furthermore, it is also mentioned that an inclusive education can be conducted for children who are disabled.67

2. The Material Instruction in English with Autism

The Material Instruction in English with Autism can not be separated with the importance of teaching a student to speak a new language before he attempts to read it cannot be over-emphasized. Charles Carpenter Fries, author of Teaching and Learning English as a Foreign Language, says a child will learn to read two to three times faster is he first learns to speak the language. If a written word has no oral counterpart in the mind of the child, it is like trying to find a reflection in a mirror for which no original exists.

Or again, it is like a child trying to read when he has little or no idea what sound or sounds have been assigned to the various letters of the alphabet. That the importance of the oral aspect of a language is often overlooked by the teacher is really no fault of her own. Our teacher training institutions have in the past stressed the teaching of reading to the total neglect of the language, perhaps because we can come back and look at the printed word again and again. It has a permanence for us that the spoken word does not have, and we forget that the printed word wouldn't even exist if it did not first have an oral counterpart.

It takes a considerable amount of "brain washing" of the primary teacher, especially, to enable her to drop teaching of reading as an objective and replace it with the teaching of oral language. Probably this is

66 Panduan Kegiatan Workshop Nasional Pendidikan Inklusif Sekolah Penyelenggara Pendidikan Inklusif Dinas pendidikan Provinsi Jawa Barat Tahun Anggaran 2012, p. 1
67 UU No.20 pasal 15 Tahun 2003, (Panduan Kegiatan Workshop Nasional Pendidikan Inklusif Sekolah Penyelenggara Pendidikan Inklusif Dinas pendidikan Provinsi Jawa Barat Tahun Anggaran 2012), p. 2
so because she remembers learning to read but has forgotten learning to speak. To her, reading is the language.

Assume that we have accomplished our first objective—the awareness of the importance of learning to speak English first and proceed to the second objective—the preparation of teaching materials. In any second language teaching situation the three basic principles are:

1. listen
2. repeat
3. memorize

This is the way the small child learns to speak a first language, and it is the only way to learn to speak a second language. It is the application of these principles in a second language teaching situation that needs to be carefully worked out. One of the difficulties here is that situations differ from school to school and even from classroom to classroom. It is this variation in teaching needs that make the ability to write one's own material so helpful. Writing or adapting material to a specific situation is not difficult if the teacher has completely accepted the first tenet of language teaching—Learn To Talk First.

Teacher should forget about reading until the student has a talking vocabulary of at least four hundred words, all taught in context. Before attempting to write the needed materials, teacher look at the teaching environment. Teacher ask whether the students need to say and understand to be at home in this classroom. These are their first needs language-wise and if the teachers, work them out they can teach them in an easy relaxed fashion. Teacher know that they are immediately useful to both teacher and the student for communication purposes. The next step after deciding what is needed is to write it down following a few simple rules.

a. Write the materials in talking English. Beware of chart-like sentences. (Rarely do we say, "This is a pencil," or "This is a chair.")
b. Make the sentences short, three, four, and not over five words, especially at first.

c. For little children four new words a day is enough; for older students, eight new words a day is considered a fair learning load. By holding yourself to a limited number of words, you must continually reteach the old ones.

Very often the morning greeting is the first lesson in learning a new language. To be able to communicate at once establishes a bond and starts the day right. Teachers teach whatever form is used in the school. During learning activity process, teacher use a formal "Good morning, how are you?" or a less formal "Good Morning." Teachers teach the polite forms of our language first. "Good Morning" will get one by anywhere. The very informal "Hi" will not do in formal occasions and will be learned soon enough. Following the morning greeting, commands or requests such as *Come in* or *Please shut (close) the door, What is your name? My name is - --------- What is your father's name? May I go to the bathroom? (washroom, lavatory, toilet) Wash your hands, Go to the dining room (lunch room, cafeteria).* The choice of words must be based on usefulness. The child needs to be at ease in his environment as soon as possible. He needs to establish communication as rapidly and as economically as possible. Since these needs differ more or less with each situation, it is so helpful if each teacher can write her own materials. In writing these materials, each new word is underlined. This is necessary as it gives the teacher complete control of her language program. Otherwise the same words may be taught over and over to the neglect of others. The teacher must work step by step toward her goal of four hundred words in meaningful context. By alphabetizing the vocabulary list in the back of any set of basic readers (the ones used in your school would be best) and checking each word on it as the materials are written, the teacher has a
firm control of her oral language program at all times. She knows what has
and what has not been taught. In conjunction with the basic vocabulary
list, an environmental list will be needed. These are words useful mainly
in one situation only, and would not pass the test of usefulness in a basic
word list.

3. Teachers and Students Roles in English Teaching Process.

In teaching any language effectively teacher always keep in mind the
three basic principles—listen, repeat, memorize. It is the application of
these principles that challenge the teacher as the method will differ with
the age of the students. Basically the teaching is "listen and repeat". The
teacher, who should be a native speaker of the language, says the sentence
and the students repeat it after her. Whether this is done in a game, in
singing, or just plain rote must be left to the judgment of the instructor.
The importance of having the student repeat after the teacher cannot be
over-emphasized. Fully half or even more of the value of the lesson is lost
if the student is not trained to mimic the teacher as closely as possible. It
gives the teacher an opportunity to check for mispronunciations which are
the beginnings of accent. A student who can learn to mimic a native
speaker of the new language accurately will speak without accent and with
native speech intonation. Left to incidental learning, he will superimpose
his own intonation pattern on the second language and he will substitute
the nearest sounds in his own language for the unfamiliar sounds of the
new language.

Teachers do not allow these errors to become habit since it is almost
impossible to break them once they become established. Repeating after
the teacher trains the ear and the vocal organs of the student until he will
repeat the utterances without self consciousness. By one method or
another, rote, games, or singing, the new language must be overlearned.
Anything else is useless.
Furthermore, in regard with learning and student-teacher interaction, the writer refers to the previous study conducted by Enamul Haq. In his study, Haq states that classrooms are social settings; teaching and learning occur through social interaction between teachers and students. As teaching and learning take place, they are complicated processes and are affected by peer-group relationships. The interactions and relationships between teachers and students, and among students, as they work side by side, constitute the group processes of the classroom.

Group processes are especially significant in twenty-first century schools. Group projects and cooperative teamwork are the foundations of effective teaching, creative curriculum, and positive classroom climate. Interpersonal skills, group work, and empathy are important ingredients of modern business, where employees must communicate well for their business to be productive and profitable. Group processes are also significant in modern global communities, where citizens must work together for a safe and secure world. Thus, along with teaching academic curriculum, teachers are expected to help students develop the attitudes, skills, and procedures of democratic community.

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

Smith (1990) said, "Teachers who love their students are of course by that very fact teaching their students the nature of love, although the course may in fact be chemistry or computer science." He thoroughly endorses out-of-class contacts between students and faculty, "because they reveal something to the student about reality that can, I suspect, be learned
no other way. Such contracts demonstrate that ideas are 'embodied.' They do not exist apart from a person, remote or near at hand, who enunciates, who takes responsibility for them by declaring them, by speaking about them." Or in the words of Woodrow Wilson, "We shall never succeed in creating this organic passion, this great use of the mind until (we) have utterly destroyed the practice of merely formal contacts between teacher and pupil."  

C. Curriculum and Learning

Language curriculum development is an aspect of broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, values students in schools, what experience should be provided to bring about intended learning outcomes, and how teaching and learning at schools or educational system can be planned, measured and evaluated. Language curriculum development refers to the field of applied linguistic that addresses these issues. It describes an interrelated set of process that focuses on designing, revising, implementing, and evaluating English program.  

Based on the previous study of language curriculum conducted by Núñez y Bodegas Universidad Autónoma de Chiapas Escuela de Lenguas-Tapachula that Curriculum includes the philosophy, purposes, design and implementation of awhole programme. A course according to Hutchinson and Waters (1996) is an integrated series of teaching learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. And syllabus is the specification and ordering of content of a course or courses. When reflecting on our own teaching we know that

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68 Wubbels and his colleagues Wubbels, Brekelmans, van Tartwijk, & Admiral, 1999

most of the time, we have used a commercial textbook as our syllabus for the different levels of English we have taught along our in-service years. Sometimes we modify something or add what we consider is missing in the current book used. But we do not take into consideration that most of the books have not been designed specifically for our different contexts. It is not the same to teach to students from a capital city than it is to teach students in a Secondary School up in the mountains where they do not have any kind of access to computers and less to the internet. The factors to consider in defining the context such as: people, physical setting, stakeholders, teaching resources and time are crucial if we design the programme instead of just following the textbook.

D. Assessing or Evaluating of Teaching English as Foreign Language

Graves (2000) mentions that defining the context and articulating our beliefs serve as the foundation for the process to follow when designing our own programme. Assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course and conceptualizing content is described as a framework of course development process. Although there is no one way of organizing a course; the factors mentioned can help us choose how to do it. The results have to make sense to you, to the students, and to the authorities.

E. Previous Related Studies

In addition, in regard with previous related studies, the writer refers to several literatures including the literature of learning and student-teacher interaction which was conducted by Enamul Haq. In his study, Haq states that classrooms are social settings; teaching and learning occur through social interaction between teachers and students. As teaching and learning take place, they are complicated processes and are affected by
peer-group relationships. The interactions and relationships between teachers and students, and among students, as they work side by side, constitute the group processes of the classroom.

Group processes are especially significant in twenty-first century schools. Group projects and cooperative teamwork are the foundations of effective teaching, creative curriculum, and positive classroom climate. Interpersonal skills, group work, and empathy are important ingredients of modern business, where employees must communicate well for their business to be productive and profitable. Group processes are also significant in modern global communities, where citizens must work together for a safe and secure world. Thus, along with teaching academic curriculum, teachers are expected to help students develop the attitudes, skills, and procedures of democratic community.

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

Furthermore, another previous study in regard with English learning for disabilities is provided. In this matter, the writer takes the study of Scott and Manglitz, their world 2000, *Foreign Language Learning and Learning Disabilities*. Scott and Elaine Manglitz suggest teaching and learning strategies for the students with disabilities including the children with autism:

a) Learning disabilities affect the way that an individual takes in, retains, or expresses information. Different types of learning disabilities can impact spoken or written language, spelling,
organizational skills, memory, among others. A student can be strong in listening comprehension but poor in reading comprehension or vice versa.

b) Research shows there is a link between native and foreign language learning. Mostly it shows up in phonological difficulties (e.g. problems with tasks involving putting sounds together and pulling sounds apart in spoken and written language). Students with learning disabilities may do fine in other classes, but their difficulties emerge when in a language class. Often the phonological difficulties are present in their native language as well (Granschow and Sparks 1995).

c) Some people may have difficulties reading in some languages but not in others because of the complexity of the different language systems (e.g. frequency of word occurrence, size of vocabulary, etc.).

Scott and Manglitz provided several points for teachers in teaching students with disabilities. This approach is also implemented to teach those with autism at SMA Lazuardi Global Islamic School as well. For the Universal Design approach, teachers should use Multisensory Structured Language (McIntryre and Pickering 1995) or the Orton-Gillingham Approach, which research has shown helps students to learn and retain foreign languages. Students can benefit from a highly structured, multisensory, direct and explicit approach that helps them to see and understand how language is structured and provides ample opportunity for practice. This technique can be used in their native language first.

The following points are accommodation suggested by Scott and Manglitz:

a) Tutoring assistance and notetakers in class
b) Individualized learning pace, such as providing one term of coursework over a two-term period

c) Option to audit the class before taking it for credit

d) Taking a class under a pass/fail condition

e) Extending a drop/add date

f) Permission to write dictated questions before composing responses

g) Extended time to formulate replies on written or oral exams

h) Permitting examinations to be read orally, dictated, or typed; alternative test formats.

The following points are teaching methods suggested by Scott and Manglitz:

New materials introduced at a slower pace:

a) Reduced reading in classes

b) Spiraling of concepts

c) Reduced vocabulary lessons, or provision of basic vocabulary on tests to assist in translation and review of passages

d) Noun and adjective endings chart to assist with translation

e) Flexibility in exam scheduling

f) Extended time testing

g) Explicit about expectations regarding class attendance, homework and class participation

h) Predictable structure to each class period

i) Planned repetition and review incorporated in each lesson

j) Use of kinesthetic, auditory and visual modalities in instruction

k) Explicit teaching of the codes of the language

l) Supportive learning environment

An accommodation is an adjustment or provision, which removes barriers in a specific situation. Academic accommodations allow a student
with a disability to have equal access to his/her education. Accommodations should not provide an unfair advantage or fundamentally alter the essential requirements of a program or course. In the following chapter, the writer will further explain language curriculum for students of SMA Lazuardi Global Islamic School Depok, particularly for students with autism. The explanation will be focused on how this language curriculum planned, designed, implemented and evaluated.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This study took place at SMA Lazuardi Global Islamic School Depok. SMA Lazuardi Global Islamic School. It is an inclusive school which accommodates all students from all background regardless their social status, gender, faith, race even intelligence level. This school accepts not only ordinary students but also extraordinary students including those who are with special need especially those with autism. The study has been conducted for 5 semesters, starting from the second semester of academic year 2010-2011 until the first semester of academic year 2012-2013.

This study used qualitative descriptive method. It is about exploring issues, understanding phenomena and answering questions by analyzing and making sense of unstructured data.\textsuperscript{1} It includes literature reviews, recordings, videos, pictures, social media and web pages.\textsuperscript{2}

This study is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner.\textsuperscript{2} Meanwhile Shuttleworth explains that descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

In addition, Although some people dismiss descriptive research as ‘mere description’, good description is fundamental to the research enterprise and it

\textsuperscript{1} QSR International Pty ltd 2014
has added immeasurably to our knowledge of the shape and nature of our society.

Other source defines descriptive analysis refers to unpacking the content and nature of a particular phenomenon or theme. The main task is to display data in a way that is conceptually pure, makes distinctions that are meaningful and provides content that is illuminating. 3 There are three key steps involved:

1. Participants who were involved in this study including the four students with autism (EAT, IN, MB and TPW), the principal of SMA azuardi Globa Isamic School, the vice principal of curriculum affair, the students’ parents, English teachers and orthopedagogs.
2. Detection in which the substantive content and dimensions of a phenomenon are identified.
3. Categorization, in which categories are refined and descriptive data assigned to them.
4. Classification in which groups of categories are assigned to 'classes' usually at a higher level of abstraction.

Detection involves looking within a theme, across all cases in the study and noting the range of perceptions, views, experiences or behaviors which have been labeled or tagged as part of that theme. Once this range has been noted, the analyst then sets out to sort and distil the key dimensions within the range, identifying broader, more refined categories which can both incorporate and discriminate between the different manifestations of the data. Data are then assigned to the new categories. Descriptive accounts may be based at this level of categorization, or the analyst may further refine the categories, identifying fewer classes by which to sort, encapsulate and present the data.

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Since it is a descriptive study, the writer described in detail how the students with *autism* participate in English learning activity and its process based on the instruction provided by the above sources. As a distinct form of descriptive design in this study typically displayed data of the students with autism given by the orthopedagogs and their activity in learning English in a way that is conceptually pure, makes distinctions such as simplifying the model of tests for certain students and the certain treatments given to certain students in regard with their social behaviors that are meaningful and provides content that is illuminating.

In this study, the writer observed teaching and learning activities in which teachers and the students with *autism* of SMA Lazuardi Global Islamic School are involved. Afterwards, the researcher confirmed the object that had been designed by this school.

Furthermore, in deciding the methodology of research the writer used the thought of Miles and Huberman (1994) that break down the analysis of qualitative study into three processes which are not sequential steps but which happens in the same time and happen over and over again. These three quick guides is organized into three processes including reducing data, displaying data and drawing and verifying conclusions.

### B. Instruments

The instruments which was used in this study involving interview sheets obtained after interviewing the principal of SMA Lazuardi Global Islamic School Depok, the orthopedagos of SMA Lazuardi Global Islamic School Depok; the comparison of testing model for the ordinary students and for the students with autism. In addition, it includes literature reviews, recordings, videos, pictures, social media and web pages.
C. Procedures

In regard with the procedures of the research, the researcher interviewed the headmaster, teachers, orthopedagogs of SMA Lazuardi Global Islamic School Sawangan Depok.

Based on the interview with the headmaster of SMA Lazuardi GIS, the researcher gained some useful information concerning with students with autism particularly and inclusive school from workshop that he attended in several cities both in Indonesia and abroad. Meanwhile, from teachers and orthopedagogs dealing with those students with special need including those with autism, the researcher got specific information such as the mapping of these students with special need, particularly those with autism, how these students study, what kind of treatment teachers should give them, what kind of tests specially designed for these students. Furthermore, the most significant is how these teachers and orthopedagogs build communication with these students which is the key of success to reach the goal of education. These students are encouraged to be self confident, highly motivated, love to learn, respect themselves and the others.

In addition, based on the interview, the researcher made it valid by implementing the triangulation process. Here, the researcher played role as a participatory observer.

This study was conducted by observing the characteristics of the four students with autism, how they lived their social life and how they interacted with the English learning environment. In addition, several interviews with the principal of SMA Lazuardi Global Islamic School, one of their parents, orthopedagogs in regard with the existence of the students and its relation to the concept of incusive school. Having accomplished the observation and the interviews, documentation and analysis was completed.
D. Data Analysis

The data analysis was taken by referring to the review of Spradley. Spradley identifies several analytic steps, which follow a particular sequence but should be repeated many times during the course of a study. It is conducted by making domain analyses.

Domain analysis is a process for reviewing field notes containing the inquirer’s summary of observations, interviews, document reviews, and inquirer thinking to discover the domains of meaning associated with the lives of people being studied and specific details of those lives categorized within those domains (included terms). Focused observations are subsequent visits to the field notes and/or to the field of inquiry itself to expand the list of details or included terms associated with domains selected for further scrutiny. Furthermore, it also uses Taxonomic analysis. It is a search for ways included terms within selected domains may be organized. Selected observations are subsequent visits to the field notes and/or to the field of inquiry to expand and verify the taxonomic analysis. Componential analysis is a search for ways of distinguishing among the included terms in each selected domain, as a means of understanding why participants distinguish among the terms. The analysis was made up of three elements:

a. a **cover term** or name for the domain (e.g., student roles, EAT’s, IN’s, MB’s and TPW’s role, see page 74)

b. several **included terms** or names for all the smaller categories inside the domain (e.g., summarizer, predictor, clarifier, queestion-asker, connector, language appreciator, and teacher are all included under the cover term “student roles”, see page 74), and

c. a **semantic relationship** linking the cover and included terms (e.g., “is a kind of” is the semantic relationship that
links the cover term “student roles” with the included terms listed above).

In addition, in deciding the methodology of research the writer used the thought of Miles and Huberman (1994) that break down the analysis of qualitative study into three processes which are not sequential steps but which happens in the same time and happen over and over again. These three quick guides is organized into three processes including reducing data, displaying data and drawing and verifying conclusions. The data analysis also includes these following points:

1. **Contextual Information**

   The contextual information here refers to Senior High School landscape of SMA Lazuardi Global Islamic School Depok. SMA Lazuardi Global Islamic School is an inclusive school which accommodates all students from all background regardless their social status, gender, faith, race even intelligence level. This school accepts not only ordinary students but also extraordinary students including those who are with special need especially those with autism.

2. **Characters**

   The characters or the objects of research here were all students of SMA Lazuardi Global Islamic School with autism. They were identified as the children with special needs as they are proven to have autism after having been assessed by psychologists assigned by this school. And the results of this assessment have been confirmed by the parents of each student with special need. These students include

   1. EAT, (Student of XI science 1, with autism)
   2. MB, (Student of XI social 1, with autism)
   3. TPW, (Student of XI social 1, with autism)
   4. IN, (Student of XI social 2, with autism)
3. Teachers’ Landscape (in-classroom and out-of-classroom).

In classroom, teacher taught the same subjects with the same methods to these students. However, in certain circumstance, these students had to be taken out from the classroom and be encouraged to join IEP (Individualized Educational Program) because these students needed to focus more as the material given was harder and these students need a more convenient condition which is unlikely to happen for them to study in ordinary classroom.

4. Identification of the Borders (ownership, negotiations, home places).

Ownership, negotiation and home places played significant roles in encouraging these students with autism to learn. A mutual partnership was highly required in order for these students to be successful in reaching their goals. Here, intensive communication made by ownership (school) and their home places (parents) were highly required to make the success as well. Therefore, parents would be well-informed concerning the academic progress of these students.

5. The Identification of Themes (classroom experiences and borders).

The sequence markers interviewed these students, English teachers, orthopedagogies. Having interviewed these persons, the writer made a transcription of the gathered sources both directly and indirectly. The next step was the writer observed, designed, got in touch, explored from the field note, diary, journal, etc.

Furthermore, the writer identified the main and supporting theme by identifying the inclusive educational theory, students with autism as the
main focus of the study. In the end the theory of language, specifically English as the second language is implemented in this study.

Afterward, the researcher developed the larger interpretation of both these students’ and the teachers’ story. From this interpretation, the researcher learnt about our caring for others. After further reflection (and interpretation), the author uncovered strong images of these students’ story. The researcher viewed their resistance as a source of strength that they could use to help themselves with this learning English as the foreign language.

E. Trustworthiness / Triangulation

1. Methodology

This study used qualitative descriptive method. It is about exploring issues, understanding phenomena and answering questions by analyzing and making sense of unstructured data. It included literature reviews, recordings, videos, pictures, social media and web pages.

2. Data

Some data were used after observation and interviews are completed as they are attached in the appendix. In addition, it includes literature reviews, recordings, videos, pictures, social media and web pages.

3. Resources

Resources taken for this study included literature reviews, recordings, videos, pictures, social media and web pages. Theories used in this study incuding literature reviews of children with special need (Glenn Doman), Autism (Trent, J.W. Inventing the feeble Mind: A history of

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4 QSR International Pty td 2014
4. Theories

Theories used in this study included literature reviews of children with special needs (Glenn Doman), Autism (Trent, J.W. Inventing the feeble Mind: A history of Mental Retardation in the United States, Berkeley, CA: University of California Press 1994), Foreign Language Learning and Learning Disabilities (Sally S. Scott Ph.D and Elaine Manglitz). Qualitative for Education (Sari Knopp Biklen and Robert Chares Bogdan), Teaching and Learning English as a Foreign Language. (Charles Carpenter Fries) and some other resources.

5. Member check

Having gathered the data, literature reviews, observation and interviews, the writer did the last process by checking the whole process.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

In the beginning of this chapter, a number of important information which is considered very significant in general in term of providing education for the students with autism and how teaching English as a foreign language to them is applied at SMA Lazuardi Global Islamic School.

The definition of inclusive school, however, will be explained in a glimpse will be explained. Coincidentally, this school, SMA Lazuardi Global Islamic School, where the writer has been teaching for the last 3 years is considered as the inclusive school as it is validated by Peraturan Menteri no. 70 Tahun 2009 Tentang Penyelenggaraan Pendidikan Inklusi. At this school, in each level, there are averagely 5 students with special need. In all level for this year, there are 20 students with special need including the four students with autism.

These students suffer from various intelligence disorder or brain injury including autism, asperger syndrome, dyslexia, slow learner, ADD (Attention deficit disorder), ADHD (Attention deficit and hyper disorder), hearing impairment and many more.

Since this school has committed to provide equal opportunity to gain education like the other regular students, in special case, these students are treated equally while in another case they are treated especially because they need special treatment. SMA Lazuardi Global Islamic School accommodates not only ordinary students with normal academic and non-academic competence but also those with special need. In the recent time, out of 250 students from grade ten to twelve, 17 students suffer from
diseases stated above. However, the writer will put specialty on students with autism. Here, in SMA Lazuardi Global Islamic School, we have 10 students suffering from autism. Autism is suffered by most students with special need in our school.

In general, the objective of inclusive education is all students in a regular school. Not only those who are considered to be students with special need, especially those with autism, but also those who are considered to be “normal”. In general, all of these students should understand and respect the individual diversity. Particularly, the object of inclusive education is students with special need including those with autism who have been registered SMA Lazuardi Global Islamic School. Therefore, special identification is highly required so the program particularly English subject provided will be suitable for them (4 students of SMA Lazuardi Global Islamic School with autism).

In order to obtain further information on teaching English as a foreign language to the students with autism, the following information is necessary provided including Identification of Students with autism, The process of screening, The function of referral.

a. Identification of Students with autism

Identification is meant as the process of screening meanwhile assessment is meant as selecting. The identification of these students is aimed as an effort for the concerned persons (Parents, teachers, other teaching staffs of SMA Lazuardi Global Islamic School) to do selection process toward children suffering disorders (physically, intellectually, socially, emotionally and behavior) in order to provide the most suitable education. The outcome of identification is to find students with autism whom are considered to accept special treatment through inclusive program.
Identification of students with special need, those with *autism* particularly, is conducted for five functions: screening, referral, classifying, learning plan, and supervising of the learning progress. ¹

**b. The process of screening**

In this stage, assessment was conducted in order to meet the necessity of screening. This screening was conducted in order to identify if these students have problems in learning. In this case, the writer was involved to conduct this activity in which the writer interviewed these students with *autism* and test their English competence.

**c. The function of referral**

It is meant as a device for a case referral from educational case into healthy case, psychical case, social case and economic case. For several cases, regular teachers are unable to overcome it by themselves so that they need the other professionals’ assistance such as psychologists and orthopedagogs. However, when it came with English subject, English teachers have never met significant problems in handling these students as these students have quite good understanding of English.

Like the other students, these students learnt similar subjects including English as the foreign language. At SMA Lazuardi Global Islamic School, English is considered as a regular subject which is less difficult compared to the other subjects. Every student can learn it easily without any significant stumbling blocks. Even student with special need including those with *autism* can learn it without any significant difficulty, too. This fact, however, has some problems. The problem is these disabled students, in certain circumstance, lose their concentration in learning, unable to control their emotion. It is due to several factors including their memory disturbance and uncontrollable emotion. In this

¹ Pedoman Umum Penyelenggaraan Pendidikan Inklusif Departemen Pendidikan Nasional Direktorat Jendral Mandikdasmen Direktorat pembinaan Sekolah Luar Biasa 2007, p.iii
case, they need special treatment. It is teacher’s role and responsibility to handle the problem. In order for them to be able to study well, teacher had to create a comfortable class management. Their surrounding or peer students ought to understand this circumstance. The regular students had been given an understanding in regard with the existence of these students with autism. They were highly urged to behave and treat their friends with special need carefully. These students were strongly prohibited from doing anything harming their friends of special need such as bullying, taunting, mocking them because these students with special need also had the same feeling and emotions. Just like the other normal students, they needed to be treated well, cared about and talked with. As a matter of facts, these students with autism had something in common like the other regular students, either in intelligence and feeling. What made them different was their behavior. These students with autism behaved like children under their age. They repeated the same questions frequently, they talked like children do, they cried like children when they were taunted. In this case, they found their savior such as teacher. Teacher was the safest place from them to ask for protection from those disturbing them.

In this paragraph, the writer also discussed the further topic on the students with autism in acquiring English as the foreign language. As the writer has mentioned in the previous paragraph there were no significant stumbling blocks for these disabled students in learning English. Even, they were more considered as the students with exceptional ability rather than as the students with special need. However, the writer would like to conduct a research in regard with their acquiring English as the second language. In this research, the writer would like to dig deeply the process of learning. Language learning cannot be separated from the four components of language namely reading, writing, speaking and listening.

In English learning process in the classroom, those with autism were not separated from the other regular students. They attended the lesson in
the same classroom. They studied the same lesson, same topic, and same treatment except in special cases where these students with special “need” need more specific guidance and assistance from teacher in understanding the English material. The writer would like to give an example, in reading class where all students were given instruction to read and find out the main idea of the text, the main problem of these students with special need was they found it quite difficult to comprehend the reading text. The reason was their lack of mastering vocabulary. They did not know the meaning of the words. They asked teacher for assistance in comprehending the text. It was teacher responsibility to help them reading slowly, explained the meaning of the words implicitly. Generally teacher gave them some clues in order for them to think and find out the solution. By giving them this treatment, teacher ensured them they had understood the material.

Based on the experience of English teachers including the writer, dealing with these students with autism was so much fun and challenging. Almost in the whole process of English learning, these students were cooperative in attending the class, listening to the teacher’s explanation, actively involved in the learning activity, accomplishing English task and assignment. In the next chapter, the writer will give further explanation in regard with how these students with autism learn English. In spite of the fact that autistic children might have difficulty with imaginative play and with developing symbols into language.2

Eventually, the writer expects that this research will be beneficial not only for the writer herself in improving the quality of education, particularly in teaching English for these students with autism but also to all stakeholders of education concerning with education of these students with autism and especially for these students in acquiring English as the

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second language as English is one of the important subjects at school which all learners including these disabled have the equal right to learn and acquire to reach an expected language competence. The language competence here includes reading, writing, speaking and listening that these students with autism must possess. At the end, it is expected that this competence will be useful and meaningful for their future life.

In the term of teaching English with autism, it included teachers’ role in developing curriculum, syllabus and how the teachers developed test and evaluation for these students with autism. This statement was used in order to answer the research questions on how the curriculum of English subject was designed and implemented at SMA Lazuardi Global Islamic School Depok for students with autism particularly and those with special need generally; How the English teachers in SMA Lazuardi developed the syllabus of English for these students with autism; How English teachers conducted evaluation for these students with autism and How these students with autism dealt with English learning activity.

These following points were taken into consideration as the objects of this study. These descriptions were made in order to answer the research questions:

1. **How was the Curriculum of English Subject Designed and Implemented at SMA Lazuardi Global Islamic School Depok?**

   How the curriculum of English subject was designed and implemented at SMA Lazuardi Global Islamic School Depok referring to the language curriculum development. It is an aspect of broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, values students in schools, what experience should be provided to bring about intended learning outcomes, and how teaching and learning at schools or educational system can be planned, measured and evaluated.
Language curriculum development refers to the field of applied linguistic that addresses these issues. It describes an interrelated set of process that focuses on designing, revising, implementing, and evaluating English program.\(^3\)

Curriculum implemented at an inclusive school like SMA Lazuardi Global Islamic School Depok basically used regular curriculum implemented in regular schools. However, the disorders suffered by these students were various from low to high level, as the result, in implementing the curriculum, the regular curriculum required adjusting that was most suitable for the learners. The modification of this curriculum was designed by teachers developing curriculum team at SMA Lazuardi Global Islamic School. This team included the headmaster, guardian teachers, special teachers (orthopedagogs), subject teachers, counselors, psychologists and the concerned persons.

How the curriculum of English subject was designed and implemented at SMA Lazuardi Global Islamic School Depok also refers to the purpose of developing curriculum:

a. To give assistance for these students with *autism* in developing their potency and to overcome their problems in learning. It should be done seriously adapted to the setting of inclusive school.\(^4\)

b. To help teachers and parents in developing programs for students with *autism*.

c. To set it as a guideline for schools, society in order to develop, to evaluate and to perfect the inclusive educational program.

However, IEP is not given to these students with *autism* (EAT, \(^3\)Richards, C. Jack. *Curriculum Development in Language Teaching* Cambridge University Press, Cambridge 2001. P. 14.

\(^4\)UU No. 20 pasal 15 tahun 2003, (Panduan Kegiatan Workshop nasional Pendidikan Inklusif Sekolah Penyelanggaraan Pendidikan Inklusif Dinas Pendidikan Provinsi Jawa Barat Tahun Anggaran 2012), P. 2
MB, TPW, IN) as they are thought to be able to join normal class.
IEP was given to the previous students (D) because he needed extra class as preparation of attending national examination.

In term of how the curriculum was implemented at SMA Lazuardi Global Islamic School, teachers implemented two kinds of curriculum, regular curriculum in which normal learning activity was conducted based on and the other is regular curriculum with modification.

a. Regular Curriculum

At SMA Lazuardi, teachers, particularly English teachers implement the fixed curriculum issued by the government. However, for certain cases, the curriculum is developed based on the need of the learners, in this case students with \textit{autism}. In this type, the learners with \textit{autism} attend the regular English curriculum like the other peer students in the same class. The other special English program is more focused on the process of learning supervising, motivation and their consequence in learning English.

b. Regular Curriculum with Modification

In this type of curriculum, English teachers implement modification in learning strategy, type of evaluating, and any other programs by referring to the need of the students with \textit{autism}. In this type, for example the indicators written in the annual program, syllabus and lesson plan are made special. In other word, the indicators are simplified.

Several students with \textit{autism} follow the regular program because these students are considered to have very good English competence such as Muhammad Bagir, a student of grade eleven of social class. He is not only good in speaking but also in reading, listening and writing. Meanwhile the other students attend the individualized educational program (IEP). The writer ever had experience to conduct the IEP to several students such as
Muhammad Syah Putra Indradewa, Agil Gemilang, Nidya Laksmita, Faiz Idzhar Shidqi, Tara Panji Waskito, Emir Arsyad Tumenggung, Ilham Nadhir, Agil Gemilang. The writer also observed the other English teachers doing this IEP to those students. Based on the writer’s observation, these students could study well when they are conditioned to join IEP. Here, they could concentrate better on both the learning activity and on the material given. In addition, they could absorb the lesson pretty well because they do not meet any significant disturbance.

In term of modified curriculum, English teachers at SMA Lazuardi GIS designed English annual program, syllabus and lesson plan. In regular learning activities, this curriculum is not only aimed to regular students but also these disabled students.

The annual program for English subject for Grade X and XI in the school year of 2011 – 2012 can be found in the appendix:

2. How did the English Teachers at SMA Lazuardi Develop the Syllabus of English for the Students with Autism?

How the English teachers at SMA Lazuardi developed the syllabus of English for these students with autism referring to the National Commission on Education concluded with a vision of the teacher in the twenty-first century:

_In our vision, a teacher in the 21st century will be an authority and enthusiast in the knowledge, ideas, skills, understanding and values to be presented to pupils. The teacher will be an expert on effective learning, with knowledge of a range of classroom methods that can be intelligently applied and an understanding of appropriate organisational and management styles, conditions, and resources. The teacher will have the capacity to think deeply about educational aims and values, and thereby critically about educational programmes. The teacher will be willing to motivate and encourage each and every pupil, assessing progress and learning needs in their widest sense, even when this involves them in areas outside formal education. The teacher will in the first instance be an educator, not only of the ‘subject’ being taught but also aiming to extend the_
intellectual, imaginative, inquiring and critical powers of his or her pupils, and to encourage them to question their wider personal and social values. (p. 197)\(^5\).

At SMA Lazuardi Global Islamic School Depok, teachers designed the syllabus based on local curriculum (KTSP) and Cambridge. The syllabus was made for the year round in advance before the learning activity for the following semester is begun. For the students with autism, the indicators in their lesson plan are made simplified, it was made less complicated compared to the indicators for the other normal students.

Teachers produced the syllabus using the handbook as reference. The syllabus ought to be in line with the annual program which had been made before. From the syllabus, teachers produce lesson plan which should be submitted weekly. Before the lesson plan was submitted, teachers had to discuss it first with head master or vice principal for curriculum affairs in order for teachers to be well prepared in implementing the method of teaching and conveying the teaching material as well. As the result, the quality of teaching came up.

In regard with the implementation of syllabus and lesson plan for these students with autism, English teachers communicated and discussed it with the orthopedagogs, teachers who were trained well in dealing with these students with special need including those with autism. Orthopedagogs gave detail explanation and suggestions in dealing with these students with autism. The orthopedagogs gave some recommendations to English teachers in regard with the model of the test, how to tackle these students in case they experience disturbance in learning, low motivated, as well. Mutual communication was made continuously to anticipate any problems in dealing with these students and in order to provide a better learning activity.

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\(^5\) Day, Christopher Developing Teacher, (Falmer Press, 1999), p. 204.
3. How did The Students with Autism Cope with English Learning Activity?

How these students with autism coped with English learning activity was absolutely related with teachers who kept the contact with them daily. This condition could not be separated from the importance of teaching a student to speak a new language before he attempts to read it cannot be over-emphasized.

Charles Carpenter Fries, author of Teaching and Learning English as a Foreign Language, says a child will learn to read two to three times faster is he first learns to speak the language. If a written word has no oral counterpart in the mind of the child, it is like trying to find a reflection in a mirror for which no original exists.

Or again, it is like a child trying to read when he has little or no idea what sound or sounds have been assigned to the various letters of the alphabet. It takes a considerable amount of "brain washing" of the primary teacher, especially, to enable her to drop teaching of reading as an objective and replace it with the teaching of oral language. Probably this is so because she remembers learning to read but has forgotten learning to speak. To her, reading is the language.

Having assumed that the students (EAT, MB, IN and TPW) have accomplished the first objective—the awareness of the importance of learning to speak English first and proceed to the second objective—the preparation of teaching materials. In any second language teaching situation the three basic principles are:

1. listen
2. repeat
3. memorize

This is the way the students with autism learnt to speak the first language, and it is the only way to learn to speak a second language. It is the application of these principles in a second language teaching situation
that needs to be carefully worked out. It is this variation in teaching needs that make the ability to write one's own material so helpful. Writing or adapting material to a specific situation is not difficult if the teacher has completely accepted the first tenet of language teaching--Learn To Talk First.

Teacher should forget about reading until the students (EAT, MB, IN and TPW) have a talking vocabulary of at least four hundred words, all taught in context. Before attempting to write the needed materials, teacher look at the teaching environment. Teachers ask whether EAT, MB, IN and TPW need to say and understand to be at home in this classroom. These are their first needs language-wise and if the teachers, work them out they can teach them in an easy relaxed fashion. Teachers know that they are immediately useful to both teacher and the student for communication purposes.

Very often the morning greeting is the first lesson in learning a new language. To be able to communicate at once establishes a bond and starts the day right. Teachers teach whatever form is used in the school. During learning activity process, teacher use a formal "Good morning, how are you?" or a less formal "Good Morning." Teachers teach the polite forms of our language first. "Good Morning" will get one by anywhere. The very informal "Hi" will not do in formal occasions and will be learned soon enough. Following the morning greeting, commands or requests such as Come in or Please shut (close) the door, What is your name? My name is ------------------------ What is your father's name? May I go to the bathroom? (washroom, lavatory, toilet) Wash your hands, Go to the dining room (lunch room, cafeteria). The choice of words must be based on usefulness. The students (EAT, MB, IN and TPW) need to be at ease in their environment as soon as possible. They need to establish communication as rapidly and as economically as
possible. Since these needs differ more or less with each situation, it is so helpful if each teacher can write her own materials.

In association with this fact, the writer takes the study of Sally S. Scott and Elaine Manglitz, their world 2000, *Foreign Language Learning and Learning Disabilities*. Scott and Elaine Manglitz suggest teaching and learning strategies for the students with disabilities including the children with autism:

a) Learning disabilities affect the way that an individual takes in, retains, or expresses information. Different types of learning disabilities can impact spoken or written language, spelling, organizational skills, memory, among others. EAT, MB, IN and TPW can be strong in listening comprehension but poor in reading comprehension or vice versa.

b) Research shows there is a link between native and foreign language learning. Mostly it shows up in phonological difficulties (e.g. problems with tasks involving putting sounds together and pulling sounds apart in spoken and written language). Students with learning disabilities may do fine in other classes, but their difficulties emerge when in a language class. Often the phonological difficulties are present in their native language as well (Granschow and Sparks 1995).

c) Some people may have difficulties reading in some languages but not in others because of the complexity of the different language systems (e.g. frequency of word occurrence, size of vocabulary, etc.). For the students with *autism* (EAT, MB, IN and TPW ) in SMA Lazuardi Global Islamic School Depok, reading assessment is not a hard task because they are getting used to it. Mostly are able to read fluently with correct pronunciation, articulation and punctuation.
Scott and Manglitz provided several points for teachers in teaching students with disabilities. This approach is also implemented to teach those with *autism* at SMA Lazuardi Global Islamic School as well. The following points are accommodation suggested by Scott and Manglitz which have also been implemented by English teachers in teaching the students with *autism* at SMA Lazuardi Global Islamic School:

a) Tutoring assistance and notetakers in class. This method has been being implemented in daily English learning activity at SMA Lazuardi Global Islamic School.

b) Individualized learning pace, such as providing one term of coursework over a two-term period. In completing this task, English teacher in cooperation with the orthopedagogs and the students’ parent by using ‘communication book’ as the media. In this book, the English teachers write what the students should do in their tasks and assignments.

c) Option to audit the class before taking it for credit. In several cases, these students are conditioned to learn English the material and the orthopedagos here are needed to assist them.

d) Taking a class under a pass/fail condition. In several cases, by the time the students do not fulfill the minimum standard of scoring, they will be asked to join the remedial class.

e) Permission to write dictated questions before composing responses. It always happens during the daily English Learning activity. These students are approached by not only the English teachers but also the orthopedagog whose roles are to assist them doing dictation of the material. For these students, the dictation is made little bit slower in order for them to be able to comprehend the content of the material.
f) Extended time to formulate replies on written or oral exams. In SMA Lazuardi Global islamic School Depok, no time extended is given to the students with autism. They are given the duration of completing the test equally with the other normal students.

g) Permitting examinations to be read orally, dictated, or typed; alternative test formats. As it has been stated at the point e).

It always occurred during the daily English Learning activity. These students were approached by not only the English teachers but also the orthopedagog whose roles are to assist them doing dictation of the material. For these students, the dictation was made little bit slower in order for them to be able to comprehend the content of the material. The orthopedagos usually read the instruction to these students slowly and check the students whether they completely understand it and the orthopedagos repeat it many times to convince that the students are able to do the tests.

Furthermore, in regard with how the students with autism learn English as the foreign language, the following points of teaching methods suggested by Scott and Manglitz New materials introduced at a slower pace which also have been implemented at SMA Lazuardi Global Islamic School Depok:

a). Reduced reading in classes. As it has been stated in the literature review of stereotype of autism in which these students have tendency of making repetitive movement, such as hand flapping, head rolling, or body rocking. In does not enable to instruct EAT, MB, IN and TPW to read a very long text because for them it will be a very hard task, they will feel it inconveniently.

a) Reduced vocabulary lessons, or provision of basic vocabulary on tests to assist in translation and review of passages.
b) Noun and adjective endings chart to assist with translation

c) Flexibility in exam scheduling. However, in SMA Lazuardi Global Islamic School Depok, the exam scheduling is based on the fixed term.

d) Explicit about expectations regarding class attendance, homework and class participation.

e) Planned repetition and review incorporated in each lesson. In order for the students to reach the indicator as stated in the lesson plan, planned repetition and review incorporated in each lesson is applied during daily English learning activities.

f) Use of kinesthetic, auditory and visual modalities in instruction. In SMA Lazuardi Global Islamic School Depok, the use of kinesthetic, auditory and visual modalities in instruction is applied in order to support an enjoyable learning activity.

g) Explicit teaching of the codes of the language

h) Supportive learning environment.

During learning activity, the students are endorsed with supportive learning activity. Not only the ambience of the class room, seating arrangement in which they sit near teacher with the assistance of their peer normal students, their classmates also give their big supports to them by respecting instead of bullying them. As it has been stated also in the literature review, CAPELL (Connecticut Administration Program of English Language Learner, cultural differences may influence students’ behavior in the classroom. This condition is described during English Learning process at SMA Lazuardi Global Islamic School Depok especially to the students with autism. Learning styles may reflect cultural experiences. The role of parents in the educational process may also reflect their cultural background. Literacy in a student’s first language facilitates the transfer of skills to a second language.
A student who is not literate in his or her first language may require additional time to develop basic literacy skills. Additionally, a different writing system (alphabet) may cause students difficulty with reading, writing, and spelling in a second language. Students who are successful in the learning environment or those who are encouraged to succeed are usually motivated to learn. All other factors listed here also influence motivation.

An accommodation is an adjustment or provision, which removes barriers in a specific situation. Academic accommodations allow a student with a disability to have equal access to his/her education. Accommodations should not provide an unfair advantage or fundamentally alter the essential requirements of a program or course. In addition, the following is the detailed description on how these students with autism deal with English learning activity:

How EAT, MB, IN and TPW coped with English learning activity could not be separated from their characters and social behavior. As it is stated in the literature review that Autistic children differ more strikingly from social norms; for example, they have less eye contact and turn taking, and do not have the ability to use simple movements to express themselves, such as the deficiency to point at things. These students especially EAT are less likely to exhibit social understanding, approach others spontaneously, imitate and respond to emotions, communicate nonverbally, and take turns with others. However, they do form attachments to their primary caregivers. Most autistic children display moderately less attachment security than non-autistic children, although this difference disappears in children with higher mental

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development or less severe ASD. Older children and adults with ASD perform worse on tests of face and emotion recognition.\(^7\)

Furthermore, impairments in social interaction; impairments in communication; and restricted interests and repetitive behavior. Other aspects, such as atypical eating, are also common but are not essential for diagnosis.\(^8\) Autism's individual symptoms occur in the general population and appear not to associate highly, without a sharp line separating pathologically severe from common traits.\(^9\) Those characteristics are found on the four students, EAT, MB, IN and TPW.

1. **EAT**

EAT is 16 years old. He was a student of science class of eleventh grade of SMA Lazuardi Global Islamic School. As stated in the above table that he had disturbance in processing and providing information. In addition, he had problem with adaptation and socialization as well. He was less independent and needed examples to complete tasks and assignments. As additional information, he was very excellent skill in counting. He had high replicative skill. Furthermore, he had very good short term and long term memory. He had no specific disturbance in academic skill. He was considered to be able to catch up with learning material for high school students. Teacher had to set up learning environment in visual and patterned (scheme, mapping, video, etc). Teacher had to place him to sit near teachers or peers who can guide him. Teachers were also suggested to give stages in completing tasks either in written or orally.


\(^8\)Filipek PA, Accardo PJ, Baranek GT *et al.* The screening and diagnosis of autistic spectrum disorders. *J Autism Dev Disord*. 1999.p. 29. This paper represents a consensus of representatives from nine professional and four parent organizations in the US.

In English class, compared with the other students with *special need*, he was quite competent. He was, however, the least active and the most dependent one. The teacher had to direct him to pay attention to the teaching material given. It often occurred during learning activity, while the other peers were serious listening to the teacher explanation, he was communicating with himself, even he was laughing at himself. The way the teacher brought him to focus on the material given was having him sit near her. Here, the teacher had to keep her eye contact on him, while explaining the learning material and guiding him either to write or to pronounce words. As a matter of fact, if the intensive guiding by teacher was given intensively to him, he would be very cooperative and tended to obey strictly the instruction.

In addition, despite his shortcomings, he cared about himself. He always kept asking the teacher in regard with the instruction, and the outline of tests as well. The answer given ought to be detailed as well. He was never reluctant to take some notes. His pleasure was when he was close to the teacher. Here, he felt confident and away from discomfort because of getting bullied by his classmates sometimes.

Since he was considered to be able to have good English competence, the test which given to him was the regular test like the other ‘normal’ peers of his level. From several tests he did, he managed to make good remark, above the average. The test that he had completed were listening, writing, reading and speaking test.

For listening test, he had good listening skill. In other word, he was able to comprehend the content of conversation spoken by the speakers. For writing test, he could do it as well. So far, writing tests given to him were producing essay, building sentence using certain structure. In writing his essay, he succeeded in making it. He explored his ideas using certain determined topics such as describing person by featuring his physical appearance and personality traits, writing his obsession
(designing his plan) in the future, telling experience like enjoying holiday, etc. He wrote them all in eloquent manner with very tidy and readable handwriting. He could arrange the paragraph based on the main idea. From a sentence of main idea, he developed it into supporting details until it build a very good paragraph. Afterward, the compilation of the main ideas and their supporting details became a quite good and enjoyable to read piece of writing. Moreover, when he did writing with the teacher sitting near him and giving him a help develop his writing, it would be much better. Moreover, he had a very eloquent handwriting which makes it enjoyable to read.

For speaking test, he could do it as well as the previous tests. He spoke English quite fast. In a conversation, he was able to produce words and respond to his partner well. Some topics of conversation given were expressing pleasure and displeasure, expressing annoying and annoyed, expressing anxiety, making a plan, etc. Conversation was not the only speaking test. Once, a practical exam of semester 2 for grade eleventh was conducted. All students of this grade, not exception, were required to speak, exploring their ideas by using a procedural text. The purpose of this text is to inform the readers or listeners about how to do a thing by using steps or methods. Since he had passion in chicken *wiener schnitzel*, he told the audience about how to make it. He could explain it to the others the ingredients needed and the method of making it. He did it in detail with clear explanation so that his audience was made amazed and impressed by it despite his fast speaking. Furthermore, he was able to respond to the questions from his viewers. Well, despite his shortcoming, he had an excellence that the others might not have.

In spite of his being less expression, he was a fast reader. In a reading test, he managed to read fast with good and clear pronunciation. Through the text, as it is indicated in the indicator of lesson plan; he was able to
identify the specific information and the purpose of the text as well. He made good marks for it.

He was always eager to learn and highly motivated as well that enables the teacher experience pleasure to teach him. The teacher never met significant problems to deal with him because he was easy to be taught and directed. And it was such an advantage for the both sides, the teacher and him. As the result, the goal of the learning was easily able to be reached.

In that semester, all students including these four students had studied various topics including Grammar, reading text, listening and discussing certain issues. For Grammar, they learnt ‘adding emphasis’, ‘direct and indirect speech’. For reading text, they read a text titled ‘fly vehicle’. Furthermore, we discussed some issues such as fast food. Here they were encouraged to explore their ideas on consuming fast food and its effect on their health. These autistic students including EAT managed to catch up the material quite well. They responded the material given with enthusiasm.

2. MB

MB was 16 years old. He had been studying at SMA Lazuardi Global Islamic School for the last three semesters. When this research was conducted, he was in the grade of eleven, social class. Based on the mapping of teaching guidance, he had ability in language and music. He mastered three foreign languages. He was able to arrange tone and compose song lyrics so that he was able to produce music. His weakness was in Math. He needed supervising in counting. He had disturbance in focusing his attention and concentrating. He was also hyperactive so that he was unable to focus on the topic of speech which is being spoken by the others. He had good cognitive skill and good ability in language. He
was considered to be able to come along with learning material for students of senior high school as long as he gets respond and observation from his environment. He, however, had both good short term and long term memory. Teacher gave him instruction individually so that he could catch the instruction from teacher clearly. Teacher ought to supervise him for analytical lessons and complex comprehension.

In English competence, compared to the other students with the special need, he was the most outstanding. His family background supported him to have such competence because he was conditioned to communicate in English daily. Due to this condition, dealing with communicating in English is hardly a big problem for him. In any condition, whenever he was asked, he was always ready to present, explain, tell story, etc. He was the one to whom his friends asked and consulted in regard with English. Moreover, his friends liked him because of his personality, friendly and helpful in certain circumstance.

In English class, the teacher never had problem to deal with him. During learning activity on progress, he was always cooperative, enthusiast and eagerly responds to the teaching material. He always had good opinion to share whenever he was asked for. Commonly in speaking class, he was successful to practice. In detail explanation, several speaking classes were being conducted such as practicing conversation where students were required to express various expressions. In Role playing, he was able to play a character of somebody either in pair or in small group else quite well. Even in the hardest level of speaking class such debating, he succeeded in making it either as being the pro or the contra team. He, with his British pronunciation, had such enormous brilliant ideas to argue and rebut that make his opponents nearly speechless.
In speaking test, when he was in the second semester of grade ten, all students were obligated to accomplish a book and novel review as the requirement for passing grade. It took quite long process. 3 month was given to all students including him to select any English novel, read, resume and at the end of the process was to present it before audience. MB succeeded in making it and made all audience astounded with his presentation. In his presentation, he told us the whole process of reviewing the novel with no significant mistake. As if he had been a professional speaker, he spoke gently and boldly in voicing his opinion and impression of his novel. Not only his fluency in speaking but also his eloquent manner in writing his synopsis and his skill in producing power point presentation of novel review amazed us.

The purpose of him and the others reviewing this novel was in order for them to be able to be skillful in four language components; reading, writing, speaking and listening.

In reading, he took time to read the novel chapter by chapter. From here, not only he got lots of information and was able to identify specific information from it but also he was able to find new glossary, proverbs and quotation. At the end, his horizon was enriched.

In writing the synopsis, the main lesson he got was that he succeeded in developing his skill in arranging sentences and clauses. Here, he managed to pour his thoughts into his writing.

In speaking competence, he was able to demonstrate his skill in delivering presentation, communicating interactively to the judges, entertaining the audience, concluding the whole content of his material. His great efforts were decent to be appreciated.

Due to his excellent speaking competence, the writer decided to take him to participate in an English speech competition held last month in a senior high school nearby. Here, he had to compete with the other 22 participants. He was the only student with autism among the other
‘normal’ participants. Despite his losing, he made not only the audience but also the judge felt amazed with his skill. The topic given to all audience was ‘Young people, what will you do in your life? With his gentle self-confidence, he spoke his mind fluently. Every single word was uttered clearly and containing deep meaning. He did his best.

In several tests ever conducted for him for several times, he managed to do them all successfully by gaining scores reaching the standard average, even beyond the average although the tests given to him are the same with the other ‘normal’ peers. While the other students with the autism had special tests designed special for them. He was, nevertheless, always self-confident in any kinds of tests. He got himself prepared for them.

During English class, reluctance was away from him. He, with his tidy and readable handwriting, was always ready to take notes for any important lesson. He paid close attention to the teacher explaining the learning materials. He followed the whole process of teaching quite well. In other world, the goal of English learning could be reached as it was designed in the annual program and lesson plan.

Since he was considered to be able to join regular class like the other ‘normal’ friends of his level do, there was no special treatment given them. He managed to concentrate and responds to the learning material quite well. His attitude toward the learning process was regarded appreciative as well. Furthermore, the tests, either speaking or written test given to him is exactly the same like those given to the other ‘normal friends of his level. So far, he had never met such hard problems. The marked that he had made were nearly perfect. Based on this reasons, IEP (Individualized Educational Program) was not given to him.

In that semester, all students including these four students had studied various topics including Grammar, reading text, listening and discussing certain issues. For Grammar, they had learnt ‘adding emphasis’, ‘direct
and indirect speech’. For reading text, they read a text titled ‘fly vehicle’. Furthermore, we discussed some issues such as fast food. Here they were encouraged to explore their ideas on consuming fast food and its effect on their health. These autistic students including MB managed to catch up the material quite well. They responded the material given with enthusiasm.

3. TPW

TPW was a student of grade eleven social. Among all students with special need from grade XI, TPW was the least competent in English. His comprehension in English skill (reading, writing, speaking and listening) is strongly needed to improve.

Based on the mapping of teaching guiding above, it is stated that TPW had disturbance in focusing his attention, and concentrating. He also had disturbance in comprehending abstract objects, processing and conveying information calculation in his daily life. He needed full guidance in comprehending learning materials. However, he was very independent in his daily life.

He had good intelligence in art, especially in classical piano play, and drawing. He was also very skillful in drawing. He had high replicative skill, good short term and long term memory.

Teacher had to set up learning environment in visual and patterned (scheme, mapping, video, etc). Teacher had to place him to sit near teachers or peers who could guide him. Teachers were also suggested to give stages in completing tasks either in written or orally.

In English learning class, a close friend of him sat beside him helping him understand the explanation by the teacher. His friend re-explained the explanation and instructions which was given by the teacher. In explaining the teaching material to him, his friend had to translate it into Bahasa Indonesia to him in order to make him more comprehend the teaching material.
TPW was not too good in performing his speaking skill. He spoke less English words. He recognized some common expressions such as “Hi, Good morning, How are things?”; “Mrs., May I go to the toilet?”; “Mrs., It is break time now.”

When the teacher had a talk with him in English, he made effort to respond it. In spite of the fact that he asked the teacher for repetition, the teacher had to talk loudly with very clear articulation and with slow rhythm in order to make him understand the content of the conversation. The teacher even had to use body gesture to make the communication run smoothly.

Since TPW’s learning style was by visualization, the teacher designed the teaching method by using visualization as well. One advantage of English learning that both the teacher and Tara experience was during the English learning, they used some books in which various enticing pictures were provided. In addition, the teacher provided a number of slides featuring pictures during English learning.

TPW was not good in producing words orally since he was not good in verbal skill. Neither did he comprehend the pattern of a sentence based on the tenses and the use of the other grammar lessons. Having realized this condition, the teacher usually designed a ‘special’ test for him which is different from the others. In several tests ever conducted, the instructions commonly asked him to draw various pictures describing an activity. For instance, the test material which given to him was producing sentences using ‘if / conditional clause’ type 0, 1, 2 and 3. This test would be absolutely hard for him since he did not recognize the pattern well and it was very hard for him to memorize the pattern. His difficulty in comprehending the concept was such a big problem for him. As the result, the form of the test was simplified using simple words and clauses. Furthermore, here, he was not required to produce sentences by writing but by drawing some pictures figuring out the instruction instead, because it most enabled him to accomplish
the test. Moreover, it would be his pleasure to accomplish it. He would absolutely enjoy it as drawing was his passion, particularly, the pictures that he produces are magnificent.

In that semester, all students including these four students had studied various topics including Grammar, reading text, listening and discussing certain issues. For Grammar, they had learnt ‘adding emphasis’, ‘direct and indirect speech’. For reading text, they read a text titled ‘fly vehicle’. Furthermore, we discussed some issues such as fast food. Here they were encouraged to explore their ideas on consuming fast food and its effect on their health. These autistic students including TPW managed to catch up the material quite well. They responded the material given with enthusiasm.

4. IN

IN was a student of eleventh grade of social class. He had been studying at SMA Lazuardi Global Islamic School Depok for the last one and half years when this research was conducted.

The social behavior and the characteristic of Ilham resembled with the description of the literature review that In a pair of studies, high-functioning autistic children aged 8–15 performed equally well as, and adults better than, individually matched controls at basic language tasks involving vocabulary and spelling. Both autistic groups performed worse than controls at complex language tasks such as figurative language, comprehension and inference. As people are often sized up initially from their basic language skills, these studies suggest that people speaking to autistic individuals are more likely to overestimate what their audience comprehends.10

Based on the table of description of students with the special need, it is stated that he was able to express his feeling and willing to ask actively in regard with anything he doesn’t know. Ilham had good memory, friendly to

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everyone and possesses solidarity with people around him, independent and able to absorb teaching material with little aid in certain circumstance.

Despite his friendliness, sometimes, he was unable to control his emotion, getting angry easily and furious in case of finding unexpected thing. In addition, he was unable to adapt with the rules and social norms, either. He had poor hard and mild motor skill. As the result, his handwriting was awful and hardly able to be read. He was always in hurry in completing his task. He was good in reading pattern and so is his abstract skill. He was able to catch instruction and information quickly. While learning activity was on progress, teachers had to give placement and extra time to review his understanding. Teachers had to give him extra take home task to complete at home, too. Praises and rewards had to be expressed continuously to build his motivation and self confidence.

In daily English class, IN was always enthusiast as he had great passion in learning English in spite of his disability. He always sat in the first row, listening attentively to the teacher’s explanation. He was able to respond the teacher’s questions as well.

In his classroom, he was conditioned to sit in regular class where he studied with his ‘normal’ friends of his level. He sat near his closest ‘normal’ peers, students with very good English competence. He got his closest peers to re-teach and re-explain the teacher’s explanation to him. His ‘normal’ peers with their pleasure would do it for him.

IN had studied various kinds of English learning materials as the others students do, including four components of language (reading, writing, speaking and listening). He had quite good understanding to deal with these learning materials. The tests, particularly the mid-term and final test, nevertheless, were designed different for him since the teacher considered him to find difficulties if the ‘regular tests’ are given to him. In the first
semester of grade X, the teacher gave him the ‘regular test’; however, this test was pretty hard for him to accomplish. As the result, he failed to make good grade. Since then, the test given to him is designed ‘more special’, except for practical exams. The model of the test given to him is simplified with the instruction designed simpler in order for him to be able to accomplish it. In spite of the fact that the material of the tests given to him was the similar with the other students as the materials given are the similar and delivered in the same time for them. The matter was the simplification.

So far, he had accomplished various kinds of tests. For speaking, he managed to express annoyance, excitement, congratulating. He succeeded in working either in pairs or in a small group playing role of characters as well.

In the practical exam in the second semester of grade X, all students regardless of their academic background, either ‘ordinary’ or ‘those with special need’ were required to do English novel review. While the other students reviewed ‘hard’ and thick novel with hard language such as those authored by Mitch Albom, IN preferred to review a simpler, thin, and likely more decent for kids one, ‘Pinocchio’. In spite of his shortcoming, he did the whole process in correct procedure. Furthermore, the peak event came. He, in his bold and firm manner, managed to present it with his power point presentation before the audience quite well. All audience felt very amazed, impressed and got entertaining because of him.

The latest test of practical exam conducted for all eleven graders was all students were obligated to do a task as being a radio broadcaster broadcasting the single topic, “My excitement of conducting my research.” Most students performed their tasks very well including IN who in great enthusiasm spoke before the radio microphone.

In that semester, all students including these four students had studied various topics including Grammar, reading text, listening and discussing
certain issues. For Grammar, they had learnt ‘adding emphasis’, ‘direct and indirect speech’. For reading text, they read a text titled ‘fly vehicle’. Furthermore, we discussed some issues such as fast food. Here they were encouraged to explore their ideas on consuming fast food and its effect on their health. These autistic students including IN managed to catch up the material quite well. They responded the material given with enthusiasm.

4. How did English Teachers Conduct Their Tasks for the Students with Autism Concerning Their Learning Activity?

How English teachers in SMA Lazuardi Global Islamic School Depok conducted their tasks for the students with autism in regard with their learning activity referring to the condition that in general, teaching staffs are the professional teachers whose main duty is to educate, teach, guide, direct, drill, and evaluate the learners in the scope of SMA Lazuardi Global Islamic School. The teaching staffs included the guardian teachers, English teachers and the orthopedagogs (the special teachers who concern to handle these students). Both the orthopedagogs and all teachers, particularly English teachers are required to be able to read the condition of these students in order for them to give the most suitable treatment for them. Furthermore, understanding them psychologically is the most significant as it is aimed for them to feel the comfort of learning and to keep them from getting bullied from the others.

At SMA Lazuardi GIS, here are a set of tasks teachers must accomplish,

(1) To create a conducive climate of the classroom so that all students and these students with autism feel very comfortable in it.

(2) To design and conduct the assessment for all students with autism in order to identify their ability and need.
(3) To design annual program, syllabus and lesson plan. Here, English teachers are assisted by their orthopedagogs.

(4) To conduct English learning and teaching activity and to evaluate it as it is part of their responsibilities.

(5) To conduct remedial teaching, drilling and accelerating for these students with autism when it is necessary.

In addition, the orthopedagogs also has significant role. In coping with the students with autism, the orthopedagogs in cooperation with English teacher do the following tasks:

(1) To design and conduct the educational assessment for students with autism in order to identify their ability and need.

(2) To build coordination system with all teachers, school management team and parents of these students with autism.

(3) To accompany these students with autism. They are assisted by guardian teachers and all teachers, especially English teachers in regard with English learning activity.

(4) To provide the special assistance service for these students with autism whose problems in following learning activity in regular class. They may provide them with remedial program or drilling.

(5) To provide continuous guidance and make special notes for these students with autism during their engaging the regular class so that it will help them understand the learning materials, particularly during the interval between the previous teachers and the following ones.

(6) To provide assistance (sharing experience) for guardian teachers and all teachers especially English teachers so that they could give educational service for these students with autism.
As a matter of fact, SMA Lazuardi, for the recent time has accommodated 20 students with special need including not only those with autism, but also those with ADD (Attention Deficit Disorder, Asperger Syndrom, Hyperactive, hearing impairment, articulation impairment, those in borderline, those with concentration problems and many more). In this case, however, the table above manifests a glimpse of description of these students with *autism*. So, how these students learn English? In general, Learning relates to thinking and solving problems. While in related to performance relates to achievement,\(^{11}\) there are many learning theoretical perspectives on how children learn and there are many complementary and sometimes conflicting views on learning strategies. There are however some points of general point of consensus. These include the following points:

a) Learning is a process
b) Learning requires a period of consolidation
c) Learning is more effective when the content is familiar
d) Using the material to be learnt in different context and overtime enhances the chances of retention and understanding
e) Intrinsic within child as well as extrinsic (environment) factors can influence learning
f) Learning is lifelong.

People learning a new language encounter some difficulties first. To discuss how these students learn English, the writer will give detailed explanation. In English class, the learning process styles are various. Based on the curriculum that learning language is focused on student’s skill of four language components; reading, writing, speaking and listening. According to the writer’s observation, overall there is no

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\(^{11}\)Learning styles and Inclusion) Gavin Reid. SAGE Publication India pvt Ltd New Delhi 2005. p.4.
significant hardship dealing with them. In the following are some essential points which are taken into a consideration in regard with teaching and learning English for these students with special needs.

These following points are further explanation in regard with the preparation of English learning activity:

1. **Planning**

These following points are how the English teachers of these students with *autism* conducted in planning the learning and teaching activity for the inclusive class:

   a) To design English class management.
   
   b) To design English material organization.
   
   c) To design approach strategy for the English teaching and learning activity.
   
   d) To design the procedure of English teaching and learning activity.
   
   e) To design the use of sources and learning media.
   
   f) To design evaluation for students.

2. **Implementing**

These following points are how the English teachers of these *autism* conducted in implementing the learning and teaching activity for the inclusive class:

   a) To implement apperception.
   
   b) To provide learning material.
   
   c) To implement the method of English teaching, learning material, and drilling material according to the initial ability and the students’ characteristic and meet the purpose of learning.
   
   d) To support students actively involving in English learning.
   
   e) To demonstrate the English material mastery and its relevance in daily life.
f) To build a close relationship such as: (1) to behave openly, tolerant and sympathy toward students; (2) to show passion and seriousness; (3) to handle interaction between individuals.

3. The principles of learning
   a. The principle of motivation

      Teachers, particularly English teacher continuously motivated these students with autism so that they would be highly motivated and encouraged. Generally, the teachers talked with them personally and be a good listeners to their matters.

   b. The principle of context

      Teacher recognized these students with autism very well by using the role model, making use of the surrounding environment as the learning sources and avoiding unnecessary learning material to the students especially the disabled students.

   c. The principle of being directed

      In doing every learning activity, teachers focus on the clear goal, prepared the necessary learning material, and developed the right English learning strategy.

   d. The principle of social relationship

      In teaching activity, teacher was necessary to develop learning strategy which could improve interaction between teacher and students, students and students, teacher and students, teachers and students and environment and interaction between all.
e. The principle of learning by doing.

In learning activity, teachers gave students with *autism* more opportunity particularly the disabled students to do practice and trial or discover a new thing through observation, research and so on.

f. The principle of individualization

Teachers recognized the initial ability and characteristic of each student very well either their ability and disability, their speed and retard in absorbing learning material and behaving so that each student especially the disabled will get the equal treatment and attention.

g. The principle of discovering

Teachers developed learning strategy that stimulates student to be actively involved either physically, mentally, socially and emotionally.

h. The principle of problem solving

Teachers proposed some problems in their surroundings. The disabled especially the *autism* are trained to find the formula, find the data, analyze and solve the problem according to their ability.

5. How did English teachers assess English foreign language for the students with *autism*?

In term of how English teachers assessed English foreign language for the students with *autism*, a literature review of Graves (2000) was taken. Grave mentions that defining the context and articulating our beliefs serve as the foundation for the process to follow when designing our own programme. Assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course
and conceptualizing content is described as a framework of course development process. Although there is no one way of organizing a course; the factors mentioned can help us choose how to do it. The results have to make sense to you, to the students, and to the authorities.

In reality, English teachers assessed English foreign language for the students with *autism* by providing several kinds of tests such as speaking, listening, writing which were made similar for the students with *autism*. For written tests, they were made different with normal students, the following explains in details. It was aimed to evaluate the learning program which has been conducted.

Furthermore, the assessment was also aimed to gather information before the program of learning for students with *autism*. In addition, it was aimed to understand both the excellence and burdens of these students in learning. As the result, it was expected that the program is designed most suitably to these students with special need.

The type of test was made simpler than the regular test. The aim of this specification is in order for these students with *autism* to be able to accomplish the test well.

In common, the instruction was made simple with more understandable language. The model of the test is simplified as well. Despite the fact, the topic of the test is similar for the normal students.

In the following appendices is the model of the test ever conducted for these students with *autism*, except for B as he is considered to be able to accomplish the regular test. He has more understanding compared to his peers with *autism*.

The function of monitoring learning progress is aimed to monitor the learning progress achieved by these students.
a). Academic Report System

1. Students with *autism* used the full regular system; the type of their academic report used the valid type of regular report.

2. Students with *autism* using the modified regular curriculum; the type of report which was used is regular report with description (narration) of the quality of the students’ learning progress.

In SMA Lazuardi Global Islamic school, students profile was made monthly. In this profile, students’ academic progress was reported to their parents. For these students with special need, their profile is made in two versions by either the orthopedagogs or the guardian teachers after interviewing their teachers teaching certain subjects. Not only their academic progress reported but also their non-academic progress were reported. From this fact, the mutual communication was built successfully by both teachers and the parents of these students with special need.

b). Certification

Certification is a sort of reward in the form of notification letter awarded to students who have reached achievement in academic and non-academic. The academic certification is an award granted to students with *autism* who has reached the competence in an educational unit based on the valid standard of scoring. Meanwhile, the non-academic certification is a reward granted to students with special need who have reached a certain achievement such as in the field of art, culture, and sport, mechanic, automotive and many other skills.

B. Data Description

In discussing teaching English as foreign language to students with *autism*, the writer has noticed that these students should be given equal opportunity and treatment from teachers, peers, family, and society where they live especially in term of them in getting education, as it is suggested
by EFA (Education for all) as declared by UNESCO in Jomtien, Thailand (1990).

In term of gaining education, particularly in acquire English as the foreign language, Educational interventions can be effective to varying degrees in most children: intensive ABA treatment has demonstrated effectiveness in enhancing global functioning in preschool children\(^\text{12}\) and is well-established for improving intellectual performance of young children.\(^\text{13}\) Neuropsychological reports are often poorly communicated to educators, resulting in a gap between what a report recommends and what education is provided.\(^\text{14}\) It is not known whether treatment programs for children lead to significant improvements after the children grow up,\(^\text{15}\) and the limited research on the effectiveness of adult residential programs shows mixed results.\(^\text{16}\) The appropriateness of including children with varying severity of autism spectrum disorders in the general education population is a subject of current debate among educators and researchers.\(^\text{17}\)

In addition, teachers have very significant roles to conduct the success of learning activity especially to those with autism. Mainstream teachers who have a knowledge of his theories and act on his advice will be in a much stronger position to help the ESL students in their classes.\(^\text{18}\)

The writer interprets the above statement that the messages which conveyed and understood by both speaker and listener are much more


\(^{15}\)Rogers SJ, Vismara LA. Evidence-based comprehensive treatments for early autism.


important than their utterance. By understanding the message which is conveyed, the goal of communication is reached. In term of teaching and learning activities in the daily classroom, all students including these disabled students are freely given the freedom to speak up their mind, to explore their ideas. In the classroom, they can ask anything related to the topic, gives critics and suggestions in order to improve the better quality in learning process. Regardless of their wrong form of their utterance, teacher highly appreciates it since it is part of learning process. The most important thing here is they have enough confidence to speak and explore their ideas. Even these disabled students are confident with themselves in asking questions, practicing dialog, conversation and in role playing.

Moreover, in term of how the English teachers deal with these students the writer has found within the daily classroom that these students can catch up the learning activity either with the teacher of native speaker or non-native speaker as well. In SMA Lazuardi, not only these students learn English with the local teachers but also with the native speaker, Mr. Daniel Dominique Sandow.

This may help us to avoid labeling children who exhibit this disparity as having special educational needs when all they need is more time. The non-native speakers in our classes, who have exited from the ESL program, are still, in most cases, in the process of catching up with their native speaking peers. It is indeed in line with J. Cummins’s thought. Briefly stated, Cummins believes that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. This common underlying proficiency (CUP), as he calls these skills and knowledge.

In term of the implementation of the curriculum in SMA Lazuardi GIS,. Curriculum development focuses on determining what knowledge, skills, values students in schools, what experience should be provided to bring about intended learning outcomes, and how teaching and learning at
schools or educational system can be planned, measured and evaluated. Language curriculum development refers to the field of applied linguistic that addresses these issues. It describes an interrelated set of process that focuses on designing, revising, implementing, and evaluating English program.  

In this matter, English teacher always discuss the lesson plan and teaching method with the principal, the vice principal of curriculum affairs. Particularly in designing the tests for these students, the English teachers must discuss with the orthopedagogs. The discussion is related with the content of the test, the level of difficulty, the indicator, the standard of competence based on the outline and the lesson plan. It is aimed to help these students to complete their test well.

To end this discussion, Sally S. Scott Ph.D and Elaine Manglitz provided several points for teachers in teaching students with disabilities. The writer assumes that it is also suitable implemented to teach those with autism at SMA Lazuardi Global Islamic School as well. For the Universal Design approach, teachers should use Multisensory Structured Language (McIntryre and Pickering 1995) or the Orton-Gillingham Approach, which research has shown helps students to learn and retain foreign languages. Students can benefit from a highly structured, multisensory, direct and explicit approach that helps them to see and understand how language is structured and provides ample opportunity for practice. This technique can be used in their native language first.

As the result, the target of learning language has been reached by implementing the above approach and methods as it is indicated by their progress in their tests and assessment. Importantly, they have gone confidently in the direction of meeting all expectation supported not only by teachers, peers, parents, society despite their shortcoming.

20 Sally S. Scott Ph.D and Elaine Manglitz, their world 2000, Foreign Language Learning and Learning Disabilities.
A. CONCLUSION

Based on the explanation in all chapters above, in term of how the students with autism acquire English as the foreign language, the writer concludes this study into several points.

This conclusion is made based on the solution given to answer the research questions. First, how the curriculum of English subject was designed and implemented at SMA Lazuardi GIS. The curriculum of English subject was modification of the curriculum which was designed by teachers developing curriculum team at SMA Lazuardi Global Islamic School. This team included the headmaster, guardian teachers, special teachers (orthopedagogs), subject teachers, counselors, psychologists and the concerned persons. Particularly to the students with autism, the curriculum, syllabus and lesson plan were made by considering the need of these students with indicators made different and usually simplified.

Second, How the English teachers at SMA Lazuardi GIS developed the syllabus of English for these students with autism. At SMA Lazuardi Global Islamic School Depok, the syllabus was designed based on local curriculum (KTSP) and Cambridge. The syllabus was made for the year round in advance before the learning activity for the following semester is begun. As it has been stated in the previous paragraph that especially to the students with autism, the curriculum, syllabus and lesson plan are made by considering the need of these students with indicators made different and usually simplified.

Third, how these students with autism dealt with English learning activity. How these students with autism dealt with English learning activity was absolutely related with teachers who kept the
contact with them daily. By referring to some literature review concerning English learning activity for students with disabilities. Tutoring assistance and notetakers in class. This method had been being implemented in daily English learning activity at SMA Lazuardi Global Islamic School.

In addition, individualized learning pace, such as providing one term of coursework over a two-term period. In completing this task, English teacher in cooperation with the orthopedagogs and the students’ parent by using ‘communication book’ as the media. In this book, the English teachers wrote what the students had to do in their tasks and assignments. Taking a class under a pass/fail condition. In several cases, by the time the students do not fulfill the minimum standard of scoring, they would be be asked to join the remedial class. Permission to write dictated questions before composing responses. It always happened during the daily English Learning activity. These students were approached by not only the English teachers but also the orthopedagog whose roles are to assist them doing dictation of the material. For these students, the dictation was made little bit slower in order for them to be able to comprehend the content of the material.

Furthermore, In learning English as the foreign language, these students were directed by the teachers to acquire this language by practicing conversation, learning grammar and vocabulary, receiving input that was one step beyond their current linguistic competence. In this term, the writer unconsciously had implemented the theory of Stephen Krashen of Language acquisition in the daily classroom

And the last is how the English teachers conducted evaluation for these students. In term of evaluation, for all kind of tests such as speaking, listening, writing are made similar for these students with autism with normal students. For written tests, nevertheless, in some cases were differentiated. The type of test was made simpler than the regular test. The aim of this specification was in order for these students with autism to be able to accomplish the test well.

Furthermore, the involvement of all stakeholders including principal, vice principal for curriculum affairs, orthopedagogs, peer
students and English teachers have to provide a friendly but suitable learning environment for these students with *autism* to accommodate their needs either socially and psychologically.

**B. SUGGESTION**

Finally the writer suggests those who wish to conduct the similar study to do the following efforts: to observe more deeply the cognitive and social behavior of students with autism, to dig more information concerning with inclusive school, students with special need, and students with *autism*; to observe teachers to implement the curriculum by developing the syllabus, annual program and lesson plan. To find out more information concerning with the most suitable class interaction including the relationship between teachers and students with *autism*, to collect more data and analyze them comprehensively in order to gain a more valid and meaningful study. These efforts are aimed to help these students to have English competence since they have equal right with the other regular students to acquire it. As the result, by implementing such methods, observing them during their learning activity, evaluating them, the goal of learning process is obtained.
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QSR International Pty Ltd 2014


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http://go.worldbank.org/I41DLBA8C0
# ANNUAL PROGRAM
## SEMESTER 1 ACADEMIC YEAR 2012 - 2013

<table>
<thead>
<tr>
<th>No</th>
<th>Period</th>
<th>Basic Competency</th>
<th>Topic</th>
<th>Indicators</th>
<th>Methods</th>
<th>Evaluation</th>
<th>Teaching Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 16 - 19</td>
<td>1A, Vocabulary : Students are able to produce sentences using adjectives describing emotional states, words describing memories and remembering, tie expressions, prefixes. Listening : Students are able to listen and identify specific information in short monologues; listening for gist and specific information. Speaking : describing a memory; topic : family life and relationship)</td>
<td>1A, Memories (Vocabulary : adjectives describing emotional states, words describing memories and remembering, tie expressions, prefixes; Listening : short monologues; listening for gist and specific information; Speaking : describing a memory; topic : family life and relationship)</td>
<td>1A, Vocabulary : Students are able to produce sentences using adjectives describing emotional states, words describing memories and remembering, tie expressions, prefixes; Listening : short monologues; listening for gist and specific information; Speaking : describing a memory; topic : family life and relationship)</td>
<td>1B. Grammar : Inheritance (Grammar : habitual actions; Listening : dialogues about inherited characteristic topic : Science and technology, family life and relationship)</td>
<td># Teacher asks the students to brainstorm &quot;important first&quot; in a person's life, such as the first time a person rode a bicycle. With a weaker class, teacher asks the to brainstorm in pairs. Then after 1-2 minutes, teacher puts students in pairs or group of three and asks them to share their ideas and pick their most memorable 'first'. Teacher writes on the board 'DNA'. Say : Do you know what this is? &quot;Talk with your partner and find out how much they know about it. Teacher gives the one minute to talk together, teacher elicits information from pairs to write on the board.</td>
<td>Students' work Textbook</td>
</tr>
<tr>
<td>2</td>
<td>July 20</td>
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<td>Libur awal puasa Ramadhan 1433 H</td>
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</table>
1C. Listening: Students are able to comprehend and identify specific information from radio talking about the history of the English language; Vocabulary: Students are able to comprehend and identify words which have recently entered the English language; Speaking: students are able to talk about the origins of the students' own language; Topic: Sport and culture)  

1D. Reading: Students are able to comprehend and identify specific information in three short articles; Vocabulary: Students are able to comprehend and able to produce sentence using adverbs and adverb collocation; Speaking: Students are able to discuss sport in regard with the Topic: sport and culture)  

1E. Phrasal verb ( Grammar: Students are able to produce sentence using phrasal verbs; reading: Students are able to talk about two short articles about the effect of genes and environment on personality; Speaking: Students are able to talk about personalities traits.)
Resource

Carpline
Krantz, Anita
Omelanczuk,
Tim Falla ,
paula davis,
Solutions
Advanced
Student's
Book, Oxford
University Press

ANNUAL PROGRAM

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<table>
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<tr>
<th>No</th>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Topic</th>
<th>Indicators</th>
<th>Methods</th>
<th>Evaluation</th>
<th>Teaching Tool</th>
</tr>
</thead>
</table>
| 1  | Speaking: Students are able to express the expression of transactional and interpersonal dialog, formal and informal in daily life. (page 5) | #Students are able to describe the picture in the photo.  
#Students are able to recognize personality traits (adjectives) | #Describing the picture in the photo.  
#Students are able to describe what is happening.  
#Recognizing the personality adjectives. | #Students are able to describe the picture in the photo.  
#Students are able to recognize personality traits (adjectives) | #Ask students to write down three adjectives to describe their own personality. They should think of two positive traits and one negative.  
#Let students use the adjectives on the student’s book (in weaker class). In the stronger class, students work with books closed.  
#After one minute, put students in pairs or groups of three and ask them to share their ideas, giving examples of behaviour to support their choice of words where necessary. | Students’ performance | Textbook, pictures |
| 2  | Speaking: Students are able to express the expression of transactional and interpersonal dialog, formal and informal in daily life. (page 6) | # Students are able to think of a clear memory from childhood.  
# Students are able to tell their stories.  
# Students are able to use Past and Perfect Tenses | # Learning Grammar: Past Continuous and past simple, Past perfect, Present Perfect, Present perfect continuous, present perfect simple. | # Students are able to think of a clear memory from childhood.  
# Students are able to tell their stories.  
# Students are able to use Past and Perfect Tenses | # Ask the students to think of a clear memory from childhood.  
# In a weaker class, give students time to think, plan and make notes if necessary. In a stronger class, allow students a few moments thinking time only.  
# Put students in pairs and ask them to tell their stories.  
# Ask the students to think about the tenses they used: Did you mainly use past simple or present perfect? why? Did you use any other tenses? what About past Continuous or Past perfect? | Students’ performance | Textbook |
<table>
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<tr>
<th>3</th>
<th><strong>Speaking</strong> : Students are able to express the expression of transactional and interpersonal dialog, formal and informal in daily life. (page 6)</th>
<th><strong>Speaking</strong> : Students are able to present arguments #</th>
<th><strong>Vocabulary</strong> : stages of life, phrasal verbs with up and down, formation of adjectives; Grammar talking about the future, time clause, future continuous and future perfect; presenting arguments; description of a person</th>
<th># Students are able to discuss in pair. # Students are able to support their ideas with examples and discuss further with other students. # Students are able to write down three things they think and share their ideas with their partner. # Students are able to describe people. # Students are able to brainstorm typical sentences that teenagers are likely to hear critics. # Students are able to share their experience. # Students are able to read through statements and underline keywords. # Write on the board: Childhood - the best years of our lives, ask students to discuss in pairs their reactions to this statement, elicit ideas and examples to share as class. # Put students in pairs, tell them to share their ideas and ask if anyone got all their ideas right right. # Focus the students attention on photograph of the Zimmer, put the students in pair and ask the class: Why do you think they are all in this photo together? # Divide students in smaller group and ask them to brainstorm the typical sentence that teenagers are likely to hear when their parents are criticising their attitude or behaviour, allow them a minute or so and have a quick class feedback and encourage students to share their experience with the class.</th>
<th><strong>Students' work</strong></th>
<th><strong>Textbook</strong></th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td><strong>Speaking</strong> : Students are able to express the expression of transactional and interpersonal dialog, formal and informal in daily life. (page 6)</td>
<td># Speaking : Students are able to describing animal, talk about ability # The british and thei pets # to animals, discuss about animal intelligences studies</td>
<td># Animals # talking about ability # The british and thei pets # Animal communication</td>
<td># Ask students each to pick animal which represents them as they are now by demonstrating and choosing an animal and explain why; Put the students in pair, they should tell each other which animal they have chosen and why; then ask them to choose an animal which represents them in the future or how they would be; elicit some of the animals from the class, together with the reason for the choices. # Tell students they need to think about superheroes; say, &quot;Let's imagine you could have a superpower. What would you choose; try to find the most interesting ideas. # tell the students: 'You're going to be given some information about the British and their pets.; elicit ideas from the class. # Write the title of the lesson on the board; animal communication ask students to tell ways in which animal communicate with each other.; put students in pairs, ask them to think about animals.; encourage them to share the ideas with the class.</td>
<td><strong>Students' work</strong></td>
<td><strong>Textbook</strong></td>
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</table>
### Students are able to talk about the value of things (Page 11-18)

**Speaking**: Discussing pros and cons

- Students are able to understand the content.
- Students are able to think and tell their partner.
- Students are able to elicit the words value, price and worth and check the meaning with the class. Students are able to feed back to the class.

**Ask students**: If your house were on fire and you could save three things from the burning building, what would they be? Give the students a moment to think and then put them in pairs and ask them to tell their partner. Encourage them to explain why they would choose these things over others. Ask a few students to feed back to the class.

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### Students are able to express the expression of transactional and interpersonal dialog, formal and informal in daily life. (page 6)

**Speaking**: talk about renting a property in the UK, react to a literary extract about poverty identify and use a variety of verb patterns, present the pros and cons of a statement in a discussion, present the arguments for and against in an essay.

**Interview questions practising**

- Expressions of quantity, a roleplay between an agent and possible tenant
- Vocabulary: expressions of quantity, abbreviation found in property details

**Say**: let's imagine you have just won a cash prize in a competition. What would you do with it? Are you sure it will change your life in positive way? Ask students to tell each other their answer to these questions. Try to find the highest and lowest amounts in the class and ask them to feed back to the class about their choices. Put the students in pairs and ask them to tell each other as much as possible about the house or flat they live in. Ask some students to feed back to the class. Write the title of the lesson on the board: Down and out, elicit the meaning from the class. Put students in pairs and ask them “When was the last time you ate out and in a restaurant or cafe? ask the students about their experience. Choose two students to come to the front and sit with their backs to the board. Make sure they know they must not turn round. write words (cash, debt, advertising...), the other members of the class must describe or explain the word (but not say it) and ask them to guess, rng examples if they can fro their lives, their faily and friends. teacher conducts class feedback.

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**Vice Principal of Curriculum**

Verda Amalia S.Pd

**Teacher**

Arifah Hilyati S.S
<table>
<thead>
<tr>
<th>Resource</th>
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<tr>
<td>Carpline Krantz, Anita Omelanczuk, Tim Falla, paula davis, Solutions Upper-Intermediate Student's Book, Oxford University Press</td>
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| Carpline Krantz,  
| Anita Omelanczuk,  
| Tim Falla, paula  
| davis, Solutions  
| Upper-Intermediate  
| Student's Book,  
| Oxford University  
| Press  
| Carpline Krantz,  
| Anita Omelanczuk,  
| Tim Falla, paula  
| davis, Solutions  
| Upper-Intermediate  
| Student's Book,  
| Oxford University  
| Press |
# APPENDIX 3

## FIRST SEMESTER, ACADEMIC YEAR 2012 – 2013
(July 16 – July 20, 2012)
GRADE: XI SCIENCE, XI SOCIAL

<table>
<thead>
<tr>
<th>Time</th>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Indicator</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>Evaluation</th>
<th>Resources &amp; Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE FIRST MEETING: (Monday – Friday, (July 16 – July 20, 2012)</td>
<td>Listening: Students are able to listen and identify specific information in short monologues; listening for gist and specific information</td>
<td>Listening: Students are able to listen and identify specific information in short monologues; listening for gist and specific information</td>
<td>1A, Vocabulary: Students are able to produce sentences using adjectives describing emotional states, words describing memories and remembering, tie expressions, prefixes</td>
<td>OPENING: # Teacher asks the students to brainstorm 'important first' in a person's life, such as the first tie a person rode bicycle.</td>
<td>5’</td>
<td>Students' work</td>
<td>Carpline Krantz, Anita Omelanczuk, Tim Falla, Paula Davis, Solutions Advance Student's Book, Oxford University Press</td>
</tr>
<tr>
<td></td>
<td>Speaking: describing a memory; topic: family life and relationship) 1B. Grammar: Students are able to comprehend and produce sentences expressing habitual actions</td>
<td>Speaking: describing a memory; topic: family life and relationship) 1B. Grammar: Students are able to comprehend and produce sentences expressing habitual actions</td>
<td># Listening: Students are able to listen and identify specific information in short monologues; listening for gist and specific information</td>
<td>MAIN ACTIVITY: Exploration: # With a weaker class, teacher asks the students to brainstorm in pairs.</td>
<td>25’</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td># Speaking: describing a memory; topic: family life and relationship) 1B. Grammar: Students are able to comprehend and produce sentences expressing habitual actions</td>
<td># Teacher writes on the board 'DNA'. Say: Do you know what this is? &quot;Talk with your partner and find out how much they know about it.</td>
<td># Elaboration: Then after 1-2 minutes, teacher puts students in pairs or group of three and asks them to share their ideas and pick their most memorable 'first'.</td>
<td>25’</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td># Listening: Students are able to comprehend and produce sentences expressing habitual actions</td>
<td># Teacher gives the one minute to talk together</td>
<td>CLOSING: Teacher elicits information from pairs to write on the board.</td>
<td>25’</td>
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<td>Time</td>
<td>Competency Standard</td>
<td>Basic Competence</td>
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<td>ACTIVITIES</td>
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| THE FIRST MEETING: (Monday – Friday, (July 30 – August 3, 2012) | Listening : Students are able to discuss about genetic engineering; Vocabulary : Students are able to produce sentences using adverb collocations; Topic : Science and technology, health and fitness) Writing : Students are able to write an account of an event; | Listening : Students are able to discuss about genetic engineering; Vocabulary : Students are able to produce sentences using adverb collocations; Topic : Science and technology, health and fitness) 1 G.Writing : Students are able to write an account of an event; | IF Functional English : Students are able to react to opposing views; Listening : Students are able to discuss about genetic engineering; Vocabulary : Students are able to produce sentences using adverb collocations; Topic : Science and technology, health and fitness) 1 G.Writing : Students are able to write an account of an event; | OPENING : teacher shares a story about genetic engineering  
MAIN ACTIVITIES:  
Exploration :  
#Teacher puts the students in pairs or small groups. Teacher asks them to brainstorm what traits make human unique in the animal world.  
Elaboration :  
# After one minute, teacher asks them to think of any animals that they think display traits which are similar to human beings. Teacher gives an example if necessary; dogs are said to show loyalty, dolphins display considerable intelligence. Teacher gives them a minute to brainstorm. Teacher asks them : which of these animals, blended together, would be the closest to human being?  
Confirmation :  
# after a minute more discussion tie, students share their ideas with the class and give explanations for their choices where necessary.  
CLOSING :  
# Teacher gives students two minutes to brainstorm adjectives for feeling, e.g. delighted, depressed. when the tie is up, teacher asks them to give her adjectives for any strong feelings and checks everyone knows the meaning of each word. | 5’  
25’  
25’  
25’  
5’ | Students’ work | Carpline Krantz, Anita Omelanczuk, Tim Falla, paula davis, Solutions Advanced Student’s Book, Oxford University Press |
Principal, 
Drs. Agus Purwanto, M.Pd.

Vice Principal for academic affairs, 
Verda Amalia, S.Pd

Teacher, 
Arifah Hilyati S.S

SMA LAZUARDI GIS
FIRST SEMESTER, ACADEMIC YEAR 2012 – 2013
(AUGUST 6 – AUGUST 10, 2012)
GRADE : XI SCIENCE, XI SOCIAL

<table>
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<tr>
<th>Time</th>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Indicator</th>
<th>ACTIVITIES</th>
<th>Time</th>
<th>Evaluation</th>
<th>Resource &amp; Equipment</th>
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<tr>
<td>THE FIRST MEETING: (Monday – Friday, (August 6 – August 10, 2012)</td>
<td>Students are able to comprehend these 3 components of language: # Listening : monologues-listening for gist and specific language; # Speaking : talking about fictional character ; Topic : Sport and culture) 2B What's on the book? (Reading : a short article about the effects of TV on children; Grammar: like, unlike, as; # Reading : a short article about the effects of TV on children;</td>
<td>2A Compound Adjectives (Vocabulary: compound adjectives, aspects of film; Listening : monologues-listening for gist and specific language; Speaking : talking about fictional character ; Topic : Sport and culture) 2B What's on the book? (Reading : a short article about the effects of TV on children; Grammar: like, unlike, as; Reading : a short article about the effects of TV on children; Listening : three people discussing television; Speaking : discussion about the effects of TV on children and about viewing habits and preferences; Topic: school, science, technology)</td>
<td>2A Vocabulary: Students are able to produce sentences using compound adjectives, aspects of films; Listening : Students are able to comprehend and identify specific information in monologues-listening for gist and specific language; Speaking : Students are able to talk about fictional character ; Topic : Sport and culture) 2B What's on the book? (Reading : a short article about the effects of TV on children; Grammar: like, unlike, as; Reading : students are able to comprehend and identify specific information in a short article about the effects of TV on children; Grammar: students are able to identify and produce sentence using ' like', ' unlike', ' as'; Reading : students are able to identify specific information in a short article about the effects of TV on children; Listening : students are able to comprehend and identify specific information from three people discussing television; Speaking : students are able to discuss about the effects of TV on children and about viewing habits and preferences; Topic: school,</td>
<td>OPENING : # Teacher asks students to think what is important for them when choosing a book to read or deciding which film to see.</td>
<td>5’</td>
<td>Students’ work</td>
<td>Carline Krantz, Anita Omelanyczuk, Tim Falla, Paula Davis, Solutions Advanced Student's Book, Oxford University Press</td>
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MAIN ACTIVITIES:
Exploration:
# They should make a list of four factors they might consider.

Elaboration:
# Teacher gives them a minute to think and then puts them in pairs and asks them to find out if their partner has the same factors in mind. With a stronger class, teacher encourages them to rank their key factors in order of importance, teacher asks them to feed back to the class.

Confirmation:
# Teacher writes on the board; books, films, television, radio, theater. Teacher asks students to discuss in pairs or small groups which of these media they prefer for entertainment, giving clear reasons for their preference over the other media. Teacher gives them 1-2 minutes for this.
### APPENDIX 3

<table>
<thead>
<tr>
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<th>science, technology)</th>
<th># CLOSING: Teacher conducts a poll with the whole class. If there is one medium which stands out, teacher elicits reasons for this choice.</th>
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<th>Principal,</th>
<th>Vice Principal for academic affairs,</th>
<th>Teacher,</th>
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<tbody>
<tr>
<td>Drs. Agus Purwanto, M.Pd.</td>
<td>Verda Amalia, S.Pd</td>
<td>Arifah Hilyati S.S</td>
</tr>
</tbody>
</table>
I. Read the text carefully!

A. Beatrice Ballot, 84, first met 87-year-old Ivan Hicks in 1942 when she was a clerk in a bank in Oudtshoorn and he was stationed near the town as part of his training for the RAF. The pair met at a party and their romance soon blossomed, but when Mr. Hicks was stationed back in England they drifted apart. Eventually, they both married, although they stayed in touch over the years with letters and cards. However, when Mr. Hicks’ wife passed away last year he set about going through his diary and it was then that he came across Ms Ballot’s telephone number. After his daughter hazel contacted her for him, the two arranged to see each other. They quickly realized that their mutual love for each other was still present. The pair happily tied the knot on Saturday, September 26th.

B. Childhood sweethearts Sue Hammond and Chris Osment have married after being reunited via the internet 30 years after they first met. Romance first blossomed between the couple when they were 15-year-old pupils at Highfield Comprehensive School in Newcastle, in the north-east of England. But after they left school they didn’t set eyes on each other again until last year, when they made contact on the friends reunited website. Both Chris and Sue were single following the break-up for their marriages. They chatted to each other every day for two months using webcams before Susan travelled to Chris’s new home on the opposite side of the world. She spent two weeks in Sidney before returning to the UK, but then after four painful months apart from Chris, she made the decision to emigrate to Australia for a new life with the man she loved.

C. A man has left his wife after meeting a childhood sweetheart he had not seen for nearly half a century. John Pearce walked out on his wife of 20 years to meet up with old friend Jackie Butt and never went back home. They met each other on the friend reunited website, the internet site which puts old school friends back in touch with each other. Jackie and John met a primary school in Plymouth in 1952 at the age of five and quickly became friends. The two lost touch when Jackie moved on to secondary school. for 26 years Jackie ran a rescue home for rabbits in Hythe, a couple of hundred miles away from John. After being reunited on the internet, the couple arranged to meet up in Southampton. ‘We knew we loved each other before even we even met up,’ said John. So, taking drastic steps, John resigned from his job and stayed in Southhampton. Despite the obstacle they had to overcome, and the people they hurt, Jackie and John both firmly believe it was all worth it.

Question no 1-10 is based on the above texts!

1. Which couple never had a period when they were not in contact?
   a. A
   b. B
   c. C
   d. A and C
   e. A and B

2. Which couple prioritized their own relationship over the feelings of others?
   a. A
   b. B
3. Which couple first met outside England?:
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

4. Which couple were temporarily separated after seeing each other again?:
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

5. Which couple both got divorced before getting back in touch?
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

6. Which couple did not re-establish contact online?
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

7. Which couple met at a secondary school?
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

8. Which couple lived in the same country while apart?
   a. A
   b. B
   c. C
   d. A and B
   e. A and C

9. According to the text, who was Hazel?
   a. Mr. Hick’s daughter
   b. Ms. Ballot’s daughter
   c. Ms. Hammon’s daughter
   d. Mr. Omment’s daughter
   e. Mr. Pearce’s daughter

10. What kind of tenses is used generally in the above text?
    a. Present Perfect Tense
    b. Present Perfect Continuous
    c. Simple Present Tense
    d. Past Continuous Tense
    e. Simple Past tense

11. Harry knew he’d made a mistake, so he felt very _____ when his boss called him into office?
    a. preoccupied
    b. disorientated
    c. Uneasy
    d. Overawed
    e. unnerved

12. Jack soon became ___ in the narrow streets of the city. He realized he was completely lost.
    a. preoccupied
    b. disorientated
    c. Uneasy
    d. Overawed
    e. unnerved

13. Olivia was too ____ with her new best friend to notice that her mother was ill.
    a. preoccupied
    b. disorientated
    c. Uneasy
    d. Overawed
    e. unnerved

14. It was the first time she’d sung in public, so she was completely ___ when she walked out on stage.
    a. preoccupied
    b. disorientated
    c. Uneasy
    d. Overawed
    e. unnerved

15. The doctor’s failure to meet her eyes during the appointment ___ Grace considerably.
    a. preoccupied
    b. disorientated
    c. Uneasy
    d. Overawed
    e. unnerved

16. The film A Beautiful Mind is ___ based on the life of John Forbes Nash.
    a. Loosely
    b. promptly
    c. widely
    d. categorically
    e. ironically

17. The athlete finished the race and ___ collapsed onto the track.
    a. Loosely
    b. promptly
    c. widely
    d. categorically
    e. ironically
18. The idea that human actions are responsible for climate change is now ___ accepted.
   a. Loosely
   b. promptly
   c. widely
   d. categorically
   e. ironically

19. William’s boss ___ refused to give him a pay rise. He was it was impossible.
   a. Loosely
   b. promptly
   c. widely
   d. categorically
   e. ironically

20. Van Gogh is one of the world’s most famous painters, yet ___ he only sold one picture when he was alive.
   a. Loosely
   b. promptly
   c. widely
   d. categorically
   e. ironically

21. A new form of football ______ in England during the 19th century, taking its name from the place where it was supposedly invented: Rugby School.
   a. originate
   b. originates
   c. originating
   d. originated
   e. was originating

22. In the early 1800’s, football was ___ by throughout England (and in many other countries too) but there were no standard rules, and in most versions of the game ball was ___ as well as kicked.
   a. Played ; catching
   b. Play ; caught
   c. Play ; catch
   d. Played ; catch
   e. Played ; caught

23. James Naismith was a Canadian physical education instructor who worked at the YMCA (Young men’s Christian Association) training school in Springfield, Massachusetts, in the USA.
   a. work
   b. works
   c. worked
   d. was working
   e. has been working

24. In 1905, a famous sportswriter named Henry Chadwick ___ an article suggesting that baseball evolved from the old English game of rounders.
   a. Wrote
   b. write
   c. writes
   d. writing
   e. written

25. Although it is illegal in most countries for scientists to alter the DNA of human eggs or embryos, experiments on animal _____.
   a. allow
   b. are allowed
   c. allows
   d. allowing
   e. is allowed

26. In April 2001 the first genetically-modified monkey ______
   a. Was born
   b. born
   c. bear
   d. was bearing
   e. is born

27. Andy developed from an egg into which scientist had ___ a jellyfish gene; as a result of which Andy glowed green in ultraviolet.
   a. Invent
   b. Invents
   c. Invented
   d. inventing
   e. been inventing

28. The room was very large with very large windows. What are the synonyms of the underlined words?
   a. Vast; enormous
   b. Vast ; stunning
   c. Breathtaking ; enormous
   d. Dripping ; enormous
   e. Soaked ; breathtaking

29. She was a thin woman with a thin face. What are the synonyms of the underlined words?
   a. Vast ; enormous
   b. Slender ; slim
   c. Slender ; stunning
   d. Stuning ; dripping
   e. Slim ; dripping

30. My clothes were wet and my hair was wet. What are the synonyms of the underlined words?
   a. soaked ; enormous
   b. Slender ; slim
   c. Slender ; stunning
   d. breathtaking ; dripping
   e. soaked ; dripping

31. I could see the beautiful mountains and beautiful lake. What are the synonyms of the underlined words?
a. Vast; enormous  
b. Slender; breathtaking  
c. breathtaking; stunning  
d. Stunning; dripping  
e. stunning; enormous

32. When the phone rang, I answered immediately and knew immediately that something was wrong. What are the synonyms of the underlined words?
   a. straightaway; enormous  
   b. Slender; at once  
   c. straightway; breathtaking  
   d. straightway; at once  
   e. breathtaking; at once

II. READ THE TEXT! DECIDE WHICH SENTENCES PART A (a-j) best fits each gap (1-8). There are two options that you do not need.

An article in the Japanese Mainichi Daily News (which claims merely to (33) __h__ that appeared in a magazine called Fushigi Knuckles) tells the story of the attempt to introduce Worm Burgers in Japan. A food company, so the story goes tried to market worms as food for human consumption because of their high nutritional value. Worm Burgers contained ground worms (instead of beef), chopped onions, wheat, flour and egg – with a little milk to make it go down more easily. The magazine notes that (34) _G__ the Worm Burger ended up as a major flop. The company had been targeting women and young people, but appear to have struggled to overcome the image of worms (35) _I__ . It's possible that the story is true, but it is more likely a recycling of the old Worm Burger urban myth (36)__D_. This urban myth started when papers reported that food scientists were experimenting with earthworms as a source of protein. Take, for instance, this article that appeared in a number of American newspapers in mid-December, 1975. 'The lowly earthworm, (37) __E__ the fisherman, is burrowing its way into the world of big business, and may be put to work soon to help man grow crops, dispose of garbage and even satisfy his dietary need for protein. If produced in sufficient quantity at a cost competitive with other protein materials, worms could be used as feed for pets, poultry, fish and other animals, (38) _J__ seventy-two per cent of a worm's dry weight is protein. After a few articles like this appeared, it was simply a matter of time before tales began to spread of McDonalds and other fast-food chains (39) _B__ . However, worms are a much more expensive source of protein than beef, so there is little reason to fear

III. PLEASE WRITE A 200-WORD-ESSAY DESCRIBING YOUR RELATIONSHIPS WITH OTHER(S). THINK OF YOUR RELATIONSHIP AND WHAT QUALITIES DO THEY REQUIRE TO BE SUCCESSFUL?

You may use these phrases included in your writing!

- Losing ground
- Turn it all around
- A shield from the storm
- The will to carry on
- I can reach the sky again
- Someone to lean on
- The one who I can run to

that fast-food chains will start padding their burgers with worms (40) __A__

a. in the future
b. secretly using worms in their burgers
c. instead of protein
d. from the late 1970s
e. ignored by almost everybody but
f. replacing the beef with worms
g. despite the best intentions
h. be repeating a report
i. as a bizarre food
j. as well as food for people
I. Read the text carefully!

Text 1
Joyce Hatto and her husband left London in the 1970s after doctors had diagnosed Joyce with cancer. Away from the public gaze, they worked together on recordings of some of the finest classical pieces that anybody had ever composed. But it soon became clear that her disease was hampering Joyce’s effort to produce outstanding recordings. William made the first electronic alterations in order to cover up her cries of pain. Although William knew that it was wrong, a desire to protect his wife’s musical reputation triggered his dishonest actions. He simply wanted people to give her the acclaim that her disease had denied her. Was that so wrong? Although people never took Joyce’s recordings seriously again, perhaps we should admire her courage, and her husband’s love after all.

Text 2
Millions in the USA watched the cookery show Dinner:Impossible. British Chef Robert Irvine presented it. The Queen had knighted Irvine and she had given him a castle in Scotland—or so he claimed. Officials investigated Irvine when a business venture failed and they exposed him as a fraud. Irvine has finally admitted the truth. Now, angry creditors are pursuing Irvine and the TV channel has removed his fictitious biography from its website.

Sources taken from page 98
Solutions-Advanced Student’s Book
Oxford University Press

Questions no 1-10 are based on this text!

1. According to the text 1, what was hampering Joyce’s effort to produce outstanding recordings?
   a. Her husband
   b. Doctor
   c. Her disease
   d. Joyce Hatto
   e. William

2. According to the text 1, why William made the first electronic alterations?
   a. To work on recordings of some of the finest classical pieces
   b. To cover up his wife’s cries of pain
   c. To produce outstanding recordings.
   d. To get public gaze.
   e. To compose the finest classical pieces.

3. According to the text 1, why William did his dishonest actions?
   a. Because he wanted to protect his wife’s musical reputation.
   b. To produce outstanding recordings.
   c. To get public gaze.
   d. To compose the finest classical pieces.
   e. To work on recordings of some of the finest classical pieces.

4. Away from the public gaze, they worked together on recordings. What does the word they in text 1 refer to?
   a. Joyce Hatto and her doctor.
   b. Joyce Hatto and her husband.
   c. William and the doctor.
   d. William and his friend.
   e. Joyce Hatto and her friend.

5. According to the text 2, where does Chef Robert Irvine come from?
   a. USA
   b. England
   c. Scotland
   d. Ireland
   e. Norway

6. According to the text 2, in what field Robert Irvine works?
   a. Law firm
   b. Property
   c. Medical
   d. Cookery
7. Millions in the USA watched the cookery show. (Text 2). The correct structure of passive voice for the sentence above is:
   a. The cookery show has been watched by millions in the USA.
   b. The cookery show are watched by millions in the USA.
   c. The cookery show have been watched by millions in the USA.
   d. The cookery show is watched by millions in the USA.
   e. The cookery show was watched by millions in the USA.

8. Doctors had diagnosed Joyce with cancer. (Text 1).
The correct structure of passive voice for the sentence above is:
   a. Joyce is diagnosed with cancer by Doctors.
   b. Joyce was diagnosed with cancer by Doctors.
   c. Joyce had been diagnosed with cancer by Doctors.
   d. Joyce has been diagnosed with cancer by Doctors.
   e. Doctors had been diagnosed with cancer by Joyce.

9. Irvine has finally admitted the truth. (Text 2). The correct structure of passive voice for the sentence above is:
   a. The truth is finally admitted by Irvine.
   b. The truth was finally admitted by Irvine.
   c. The truth has finally been admitted by Irvine.
   d. The truth have been finally admitted by Irvine.
   e. Irvine is finally admitted by the truth.

10. We should admire her courage. (Text 1). The correct structure of passive voice for the sentence above is:
    a. Her courage should be admired.
    b. Her courage is admired.
    c. We should be admired by her courage.
    d. Her courage was admired.
    e. Her courage has been admired.

II. QUESTIONS NUMBER 11 TO 30 ARE BASED ON THIS FOLLOWING TEXT.

Should freedom of speech always be defended?

The first amendment to the American Constitution defends every citizen’s right to free speech, and most democracies around the world pride themselves on a lack of state censorship. Indeed, the fact that newspapers and TV news stations report stories are highly critical of the government is seen as one of the healthy democracy. But how far should this lack of censorship extend? Is it possible to have a society which places absolutely no controls on information?

Freedom of speech is usually regarded as one of the cornerstone of democracy. It is essential that the content of newspaper, for example, is decided by the newspapers editors and not by politicians or police. If politicians were allowed to determine what should or should not be printed, they would be able to suppress in a good light. Corruption would increase and there would be no way of exposing politicians’ wrongdoing.

Having said that, it is clear that total freedom of speech is impossible, or at least extremely risky. This is because sometimes it is necessary to limit freedom of speech in order to protect individual members of society or society as a whole. An example of this would be the laws against sibel. These prohibit you from making damaging and untrue statements about somebody. Without this protection, people lives could be ruined by false accusation. It is widely accepted that some information needs to be kept.

Sources taken from page 108 Solutions-upper intermediate Student’s Book Oxford University Press

11. Which amendment to the American Constitution defends every citizen’s right to free speech?
   a. The 1st
   b. The 2nd
   c. The 3rd
   d. The 4th
   e. The 5th

12. The fact that newspapers and TV news stations report stories are highly critical of the government is seen as one of the __ democracy. (paragraph 1)
   a. unhealthy
   b. poor
   c. negative
   d. unacceptable
   e. healthy

13. Since freedom of speech is usually regarded as one of the cornerstone of democracy, the content of newspaper, is decided by____
   a. politician
   b. police
   c. government
   d. newspaper editor
   e. reporter

14. What would happen if politicians were allowed to determine what should or should not be printed?
   a. free education would be provided
   b. corruption would increase
   c. all prices of daily basic need would increase
   d. unemployment would be erased
   e. poverty would be erased

15. Based on the text, whose right to free speech is defended?
   a. Certain citizens
   b. Every citizen
   c. Government
   d. Government’s opponent
   e. Government and certain citizens

16. The first amendment to the American Constitution defends every citizen’s right to free speech. (paragraph 1)
    What is the verb of the sentence above?
    a. first
    b. American
    c. Constitution
    d. defends
    e. citizen

17. The fact that newspapers and TV news stations report stories. (paragraph 1)
18. The facts that newspapers and TV news stations report stories are highly critical. (Paragraph 1)

What is the **verb** of the sentence above?

a. fact
b. newspaper
c. TV

d. report

e. stories

19. It is essential that the content of newspaper, for example, is decided by the newspapers editors. (Paragraph 2)

What is the **adverb** of the sentence above?

a. fact
b. newspaper
c. report
d. stories
e. highly

20. If politicians were allowed to determine.

What is the **noun** of the sentence above?

a. If
b. politicians
c. were
d. allowed
e. determine

21. Is it possible to have a society which places absolutely no controls on information?

What is the **adverb** of the sentence above?

a. society
b. places
c. absolutely
d. controls
e. information

22. That total freedom of speech is impossible.

What is the **adjective** of the sentence above?

a. total
b. freedom
c. of
d. speech
e. impossible

23. Freedom of speech is impossible, or at least extremely risky.

What is the **adverb** of the sentence above?

a. freedom
b. speech
c. impossible
d. extremely
e. risky

24. It is widely accepted that some information needs to be kept.

What is the **noun** of the sentence above?

a. widely
b. accepted
c. information
d. needs
e. kept

25. It is widely accepted that some information needs to be kept.

What is the **adverb** of the sentence above?

a. widely
b. accepted
c. information
d. needs
e. kept

26. People lives could be ruined by false accusation.

What is the **adjective** of the sentence above?

a. people
b. lives
c. could
d. false
e. accusation

27. Which of these following sentences using **passive voice**?

a. The American Constitution defends every citizen’s right
b. TV news stations report stories
c. Corruption would increase
d. People’s lives could be ruined by false accusation.
e. These prohibit you from making damaging

28. Which of these following sentences using **passive voice**?

a. The government is seen as one of the healthy democracy
b. The American Constitution defends every citizen’s right
c. TV news stations report stories
d. Corruption would increase
e. These prohibit you from making damaging

29. All of these following sentences using **passive voice**, EXCEPT.....

a. It is widely accepted.
b. that some information needs to be kept.
c. the American Constitution defends every citizen’s right
d. what should or should not be printed.e. These prohibit you from making damaging and untrue statements.

30. All of these following sentences using **passive voice**, EXCEPT.....

a. It is widely accepted.
b. that some information needs to be kept.
c. the American Constitution defends every citizen’s right
d. what should or should not be printed.e. The content of newspaper, for example, is decided by the newspapers editors

III. READ THE TEXT BELOW!

**Conspiracy Theories: are they out to get you?**

In 2003, a former government minister in the UK called Michael Meacher claimed that US Government had known all about the September 11 attacks but let them happen to justify grabbing control of the world’s oil supplies. That such a bizarre conspiracy theory broke out from internet chartrooms, grabbed the mind of former minister and was splashed across the media reflects the growing popularity of conspiracy theories.
Thousands of people die in Europe every year in car accidents resulting from fast driving and too much alcohol. But when Diana, Princess of Wales died, many could not accept that such an important event could have such a simple cause. Many believed that she was assassinated by the secret services to stop her marrying a Muslim. In Australia, there were 161 suspected drownings between 1961 and 1985 in which the bodies were never found. But when Harold Holt, the Prime Minister, disappeared when swimming in 1967, conspiracy theories ran wild.

Such is the public appetite for conspiracy theories; there is money to be made. Bart Sibrel makes money selling his video claiming that the first moon landing was a fake.

There is no simple way to determine the truth of conspiracy theory. ‘The danger lies in buying overarching explanations of complex events. That having been said, there’s danger in being too complacent and buying into pat explanations of extraordinary occurrences.’ Mr. Alexander said. In other words, skepticism can go too far. When stories began to circulate about the Bilderberg Group, a secretive grouping of the world’s political and business elite, most people dismissed it as just a conspiracy theory.

Mr. Alexander says that the growth of conspiracy theories is not something just to laugh at. It’s dangerous if your belief system makes you see the world in a way that’s unreal. Conspiracy theories can affect a whole society and make the society mad.

Sources taken from page 96
Solutions-Advanced Student’s Book
Oxford University Press

1. Based on the text above, please find
   • 10 nouns:
   • 10 verbs:
   • 5 adjectives:
   • 5 adverbs:

2. Based on the text above, please find 5 sentences using Passive Voice!

3. Based on the text above, please find 5 sentences using Active Voice!
I. Please produce sentences using IF CLAUSE!

DO LIKE THE EXAMPLE!

a) If I you want to borrow a book, **you must go to library.**
b) If they want to have good mark in exam, **you must study hard.**
c) If I am hungry, **I will eat.**

1. If they want to save their money, **they____________**
2. If they are very sleepy, **they____________**
3. If they want to go to Singapore, **they____________**
4. If she wants to drink a cup of tea, **she____________**
5. If he wants to play badminton, **he____________**
6. If my mother wants to cook some noodles, **she____________**
7. If my father’s car is dirty, **he____________**
8. If my sister needs my help to do her homework, **I____________**
9. If I want to be successful, **I____________**
10. If I want to be rich, **I will____________**
11. If you are sick, **you____________**
12. If my friend wants to borrow my money, **I____________**
13. If I have problem with mathematics, **I____________**
14. If you want to know the news, you___________________

15. If a beggar is very thirsty, I ____________________
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II. PLEASE WRITE AN ESSAY OF 200 WORDS.

Topic: "I am very proud of my research (karyainiah)"

I am very proud of my research because__________________
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   ____________
I. PLEASE COMPLETE SENTENCES USING ‘ADDING EMPHASIS’

DO LIKE THE EXAMPLE!

a) I care about you.
   I **do** care about you.

   My mother often goes to market.
   My mother **does** often go to market.

b) The pilot is sitting at the cockpit.
   At the **cockpit**, the pilot is sitting.

1. I meet my mother every day.

2. They speak English every day.

3. We have breakfast every morning

4. He eats his lunch every afternoon.

5. She always smiles at us
6. My mother always cooks soup

7. My father always washes his car

8. My friend walks to school every morning.

9. We watch TV every evening.

10. They sing and dance every week.

B. ADDING EMPHASIS
   EXAMPLE:
   The pilot is sitting at the cockpit.
   **At the cockpit**, the pilot is sitting.

   1. We are eating in the dining room.

   2. The teacher is standing in front of the classroom.

   3. My mother is cooking in the kitchen.
4. They are studying in the living room.

5. My sister is sleeping in her bedroom.

6. My father is washing car in the front yard.

7. I am sitting in the park.

8. They are swimming in the swimming room.

9. She is reading her book in the library.

10. My friend is playing basket ball in the yard.

II. PLEASE WRITE AN ESSAY TELLING ABOUT YOUR TRAVELLING (200 WORDS).
Subject : English
Grade : XI

CHANGE THESE SENTENCES INTO PASSIVE VOICE!

Subject + to be + verb 3

EXAMPLE:

a) She sends a message
   A message **is sent** by her.

b) The chef prepares the food.
   The food **is prepared**.

1. My friend meets my teacher every day.
   __________________________

2. People speak English.
   __________________________

3. We take breakfast every morning
   __________________________

4. She eats her dinner.
   __________________________

5. She brings her lunch.
   __________________________
6. My mother cooks soup

7. I always washes my
car_________________________

8. My father fixes the bicycle.

9. We watch TV every evening.

10. They sing Indonesian anthem.

11. She does her homework.

12. The postman delivers the letter.

13. The waiter serves the food.
14. The farmer plants a tree.

15. The carpenter makes a wooden box.

B. PLEASE CHANGE THESE SENTENCES INTO ACTIVE VOICE

EXAMPLE:
Active: The flight is taken by me at 7.
Passive: I take the flight at 7

1. The rice is eaten by people.

2. The story is told by him.

3. The text is typed by the secretary.

4. Arabic is studied by students.

5. My mother is helped by my sister.

6. The vegetable is cut by my mother.

7. The room is cleaned by my sister.

8. The eggs are boiled by her.

9. The magazine is read by the woman.

10. The wall is painted by the worker.

11. The file is copied by the secretary.
12. The floor is swept by me.

13. The coffee is made by you.

14. A cup is broken by him.

15. The shoes are polished by the shoemaker.

III. PLEASE WRITE AN ESSAY TELLING ABOUT WHY YOU ARE VERY PROUD OF BEING A MUSLIM. (200 WORDS)
I. Please produce sentences using IF CLAUSE! After producing sentences, you have to draw each of them!

DO LIKE THE EXAMPLE!

a) If I you want to borrow a book,you must go to library.

b) If they want to have good mark in exam, you must study hard.

c) If I am hungry, I will eat.

1. If mother wants to buy some vegetables and fruits, she__________________

2. If they are very sleepy, they__________________

3. If they want to go to Singapore, they__________________

4. If she wants to drink a cup of tea, she__________________

5. If he wants to play badminton, he__________________

6. If my mother wants to cook some noodles, she__________________
7. If my father’s car is dirty, he________________________

8. If my sister needs my help to do her homework, I________________________

9. If I want to be successful, I________________________

10. If I want to be rich, I will________________________

11. If you are sick, you________________________

12. If my friend wants to borrow my money, I________________________

13. If I have problem with mathematics, I________________________

14. If you want to know the news, you________________________

15. If a beggar is very thirsty, I________________________

II. PLEASE DRAW YOUR ACTIVITY WHEN YOU WERE DOING YOUR RESEARCH (KARYA ILMIAH)

Topic: “I am very proud of my research (karyailmiah)”

STEP 1:
STEP 2:

STEP 3:

STEP 4:

STEP 5:

STEP 6:

STEP 7:

STEP 8:
I. PLEASE DRAW THE ACTIVITIES BASED ON THE INSTRUCTIONS!

1. The breakfast is eaten by my sister

2. My teacher is helped by my friend.

3. The soup is cooked by my mother

4. The room is cleaned by my her.
5. The floor is swept by the maid.

6. The newspaper is read by my father.

7. The flower is picked by my sister.

8. The painting was made by Leonardo Da Vinci

9. The garbage was thrown into the river.
10. The food was delivered by the waiter.

II. PLEASE DRAW SOME ACTIVITIES DONE BY A GOOD MUSLIM

At 4.30 in the morning, what should this Muslim do?

At 5.30 in the morning what should this Muslim do?

At 6.30 in the morning what should this Muslim do?

At 7.30 in the morning what should this Muslim do?
At 9.30 in the morning what should this Muslim do?

At 11.30 in the morning what should this Muslim do?

At 12.30 in the afternoon what should this Muslim do?

At 2.30 in the afternoon what should this Muslim do?

At 3.30 in the morning what should this Muslim do?
At 5.30 in the evening what should this Muslim do?

At 6.30 in the evening what should this Muslim do?

At 7.30 in the evening what should this Muslim do?

At 10.30 in the night what should this Muslim do?
I. LOOK AT THE EXAMPLE OF “ADDING EMPHASIS” EXPRESSION AND PLEASE DRAW THE ACTIVITIES BASED ON THE INSTRUCTIONS!

We have breakfast every morning.

He is having lunch every afternoon.

My mother always cooks soup.

My father always washes his car
They sing and dance every week.

We are eating in the dining room.

The teacher is standing in front of the classroom.

My sister is sleeping in her bedroom.

My father is washing car in the front yard.
They are swimming in the swimming room.

She is reading her book in the library.

My friend is playing basket ball in the yard.

II. PLEASE DRAW YOUR EXPERIENCE DURING YOUR TRAVELING!
# APPENDIX 5

**DESCRIPTION AND IDENTIFICATION OF THE STUDENTS WITH AUTISM AT SMA LAZUARDI GLOBAL ISLAMIC SCHOOL DEPOK**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GRADE</th>
<th>SEX</th>
<th>DISORDER</th>
<th>CHARACTERISTIC</th>
<th>Orthopedagog</th>
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<tbody>
<tr>
<td>1</td>
<td>IN</td>
<td>XI</td>
<td>Male</td>
<td>autistic</td>
<td>He is able to express his feeling and willing to ask actively in regard with anything he doesn’t know. Ilham has good memory, kind to everyone and possesses solidarity with people around him, independent and able to absorb teaching material with little aid. His shortcoming is inability to control his emotion, getting angry easily and furious in case of finding unexpected thing.</td>
<td>Chitra Dw i I.S, S.Pd</td>
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<tr>
<td>2</td>
<td>EAT</td>
<td>XI</td>
<td>Male</td>
<td>autistic</td>
<td>His verbal ability is low but his ability in counting is excellent. His main shortcoming is inability to control his emotion in case of finding unusual thing. He needs supervising and controlling in daily learning.</td>
<td>Chitra Dw i I.S, S.Pd</td>
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<tr>
<td>3</td>
<td>TPW</td>
<td>XI</td>
<td>Male</td>
<td>autistic</td>
<td>He is very skillful in art. He is able to play piano and draw very well. He needs full guidance to absorb learning material and information from the person he does not recognize. He is humorous, has vision and consequence on tasks given to him. His main weakness is he finds it too hard to comprehend problem stories and Maths. However he is able to count quickly especially to the matter that he is fond of.</td>
<td>Chitra Dw i I.S, S.Pd</td>
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<tr>
<td>4</td>
<td>MB</td>
<td>XI</td>
<td>Male</td>
<td>Autistic (asperger syndrome)</td>
<td>He has ability in language and music. He masters three foreign languages. He is able to arrange tone and compose song lyrics so that he is able to produce music. His weakness is in Math.</td>
<td>Chitra Dw i I.S, S.Pd</td>
</tr>
</tbody>
</table>
THE DESCRIPTION OF THE STUDENT WITH AUTISM IN HIS ENGLISH LEARNING ACTIVITY

NAME: EAT

<table>
<thead>
<tr>
<th>DAY &amp; DATE</th>
<th>TIME</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>1. Friday, February 8, 2013</td>
<td>7.30 A.M Until 8.50 A.M</td>
<td>EAT At his classroom (Room XI Science 1) : As it is stated in the lesson plan (February 4 – 8, 2013) (1) that EAT’s class (XI Science 1 class) discussed about sophisticated technology. In the student’s handbook, there is a reading text titled ‘Flying Car’ featuring its advanced technology regardless of the cost. The writer asked EAT concerning this idea. He said it was a good idea to get rid of the hustle and bustle of the roads because of the severe traffic jam. In addition, this was a less polluted car so it was friendlier environment. EAT responded it with high self confidence regardless of his influent English. The rest of the session, the class learnt grammar. It was expression of adding emphasis, the purpose of using it is to emphasis that the content of the speech was very important. The teacher taught him it patiently in order for him to understand it. At the end of the class, an exercise was given. Surprisingly Emir got satisfying mark.</td>
<td>1 EAT 26 1 EAT 25 1 EAT 24 1 EAT 23 1 EAT 22 1 EAT 21 1 EAT 20 1 EAT 19 1 EAT 18 1 EAT 17 1 EAT 16 1 EAT 15 1 EAT 14 1 EAT 13 1 EAT 12 1 EAT 11 1 EAT 10 1 EAT 09 1 EAT 08 1 EAT 07 1 EAT 06 1 EAT 05 1 EAT 04 1 EAT 03 1 EAT 02 1 EAT 01</td>
</tr>
<tr>
<td>1. Friday, March 6, 2013</td>
<td>7.30 A.M Until 8.50 A.M</td>
<td>Library Room : Learning activity of XI Science 1 (EAT’s classroom) This morning at EAT’s classroom, the class discussed about Pop culture. In this session teacher introduced to students various sub-topic including music, food and fashion. At</td>
<td>2 EAT 23 2 EAT 22 2 EAT 21 2 EAT 20 2 EAT 19</td>
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that time the discussion was focused on the topic “food”. For further detail, teacher opened discussion by asking the class about their preference when they were given an opportunity to decide fast food or slow food for their lunch. All students stated their choice. As part of the learning process, teacher showed them two videos featuring fast food and slow food. All students, not exception EAT watched the video attentively. Having watched both videos students compared them. Emir, helped by his peer guide (Raka Aditya Daniswara) and the teacher said that he preferred slow food instead of fast food.

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<th>DESCRIPTION</th>
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<td>Friday, March 15, 2013</td>
<td>7.30 A.M Until 8.50 A.M</td>
<td>At Room XI Science 1 (EAT’s class room): That morning, material given was “Direct and Indirect Speech”. The teacher began the meeting by introducing the teaching material. Teacher asked two of the students, Annisa Aprilia and Muhammad Alvin Andrian to come in front of the class and did a simulation of practicing the “Direct and Indirect Speech”. Both Alvin and Annisa practiced it with the teacher as their partner. And they did it very well. Teacher said, “Alvin and Annisa, Last week I joined the students of grade X in the field-trip to Bandung. Well, Tell the class.” Both Alvin and Annisa reported what the teacher had told them, “Last week Mrs. Arifah had joined the students of grade X in the field-trip to Bandung.” All of his peers including EAT listened attentively to Alvin-Annisa and the teacher simulating “Direct and Indirect Speech”. Especially for 2 EAT, the teacher repeated her explanation by simplifying the use of the language in order for 2 EAT to be able to understand the topic. In the last few minutes, teacher evaluated all students by completing some exercises from</td>
<td>2 EAT 18</td>
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the source book “Solution 2” published by Oxford Publisher. Teacher asked 2 EAT’s peer tutors (Raka Raditya Daniswara and Mutiaranissa Safitri) to help 2 EAT understand the material. At the end of the class, teacher checked students’ work including 2 EAT’s.

**THE DESCRIPTION OF THE STUDENT WITH AUTISM IN HIS ENGLISH LEARNING ACTIVITY**

**NAME: IN**

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<tr>
<th>DAY &amp; DATE</th>
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<th>DESCRIPTION</th>
<th>CODE</th>
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<tr>
<td>Friday, March 25, 2013</td>
<td>10.30 A.M Until 11.50 A.M</td>
<td>At Room XI Science 1 (EAT’s class room) : That morning, EAT was having mid-term test. The subject being examined was English. The test took 90 minutes. Emir was given the similar test paper to the ones given to the other ordinary students. The test was designed based on the outline given to the students. The material tested was <em>Adding Emphasis, Direct Speech and Indirect Speech</em>, Reading Text “Meat for Vegetarian”, identifying noun, verb, adjective and adverb, and adjective and composing a 200 word essay. And he made such satisfying mark, 75. Mark 75 means above the average as the minimum standard at SMA Lazuardi is 72.</td>
<td>3 EAT 08 3 EAT 07 3 EAT 06 3 EAT 05 3 EAT 04 3 EAT 03 3 EAT 02 3 EAT 01</td>
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1. **Friday, February 8, 2013** | 1 P.M Until 1.20 P.M | IN At his classroom (Room XI Social 2) : As it is stated in the lesson plan (February 4 – 8, 2013) (1) that IN’s class (XI Social 2 class) discussed about sophisticated technology. In the student’s handbook, there is a reading text | 1 IN 24 1 IN 23 1 IN 22 1 IN 21 1 IN 20 |
titled ‘Flying Car’ featuring its advanced technology regardless of the cost. The writer asked IN concerning this idea. He said it was a good idea to get rid of the hustle and bustle of the roads because of the severe traffic jam. In addition, this was a less polluted car so it was friendlier environment. IN responded it with high self confidence regardless of his influential English. The rest of the session, the class learnt grammar. It was expression of *adding emphasis*, the purpose of using it is to emphasise that the content of the speech was very important. The writer taught him it patiently in order for him to understand it. At the end of the class, an exercise was given. Surprisingly IN got satisfying mark.

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</thead>
<tbody>
<tr>
<td>1. Friday, March 6, 2013</td>
<td>1 P.M Until 1.20 P.M</td>
<td>Room XI Social 2 (IN’s classroom) That afternoon, at IN’s classroom, the class discussed about Pop culture. In this session teacher introduced to students various sub-topic including music, food and fashion. At that time the discussion was focused on the topic “food”. For further detail, teacher opened discussion by asking the class about their preference when they were given an opportunity to decide fast food or slow food for their lunch. All students stated their choice. As part of the learning process, teacher showed them two videos featuring fast food and slow food. All students, not exception IN watched the video attentively. Having watched both videos students compared them. IN, helped by his peer guide and the teacher, stated his ideas that choosing fast food was not a good idea because it was less nutritious.</td>
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<th>DAY &amp; DATE</th>
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<tbody>
<tr>
<td>Friday, March 15, 2013</td>
<td>10.30A.M Until 11.50 A.M</td>
<td>Room XI Social 2 (IN’s classroom) This morning, IN was having an English exam, midterm test semester 2. IN was given a paper</td>
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test with the problem simplified in order for him to be able to accomplish. There were two parts of the test, part 1 was ‘Adding Emphasis’, meanwhile part two was composing an essay consisting 200 words telling about his experience of travelling. He told his story when he visited Singapore last April 2012. He began with his departure from Jakarta by Air Asia flight. Afterward, he described every single of destination spot in detail such as Universal Studio, Merlion Park, Marina Bay, Urban Redevelopment Authority, Bugis Street, Orchard Road, Victoria Street till dropped at Changi Airport as he had to go back to his home country. Having read his essay, the writer was impressed and gave 95 mark for his essay.

### THE DESCRIPTION OF THE STUDENT WITH AUTISM IN HIS ENGLISH LEARNING ACTIVITY

**NAME:** MB

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<tbody>
<tr>
<td>Tuesday, February 5, 2013</td>
<td>8.50 A.M</td>
<td>At their classroom (Room XI Social 1) :</td>
<td>1MB21</td>
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<td>Until 10.10 A.M</td>
<td>As it is stated in the lesson plan (1)(February 4 – 8, 2013) that B’s and T’s class (XI Social class) discussed about sophisticated technology. In the student’s handbook, there is a reading text titled ‘Flying Car’ featuring its advanced technology regardless of the cost. The writer asked B r concerning this idea. He said it was a good idea to get rid of the hustle and bustle of the roads because of the severe traffic jam. In addition, this was a less polluted car so it was friendlier environment. The same idea was spoken by T regardless of his influent English. The rest of the session, the class learnt grammar. It was expression of adding emphasis, the purpose of using it is to emphasis</td>
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that the content of the speech was very important. In this case, B has a better understanding than T. T learnt it slowly and captured it slowly as well. The evaluation was given and B got satisfying mark meanwhile T got it unsatisfying.

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<tr>
<td>Wednesday, March 4, 2013</td>
<td>8.50 A.M Until 10.10 A.M</td>
<td>MB and TPW At Language Laboratory: As it is stated in the lesson plan (March 2 - 6) that MB’s and T’s class (XI Social class) discussed about pop culture. Pop culture included various sub-topic including music, food and fashion. At that time the discussion was focused on the topic “food”. For further detail, teacher opened discussion by asking the class about their preference when they were given an opportunity to decide fast food or slow food for their lunch. All students stated their choice. MB said that he preferred slow food because it was much healthier meanwhile according to him, fast food was risky to consume because it contained lots of dangerous substance such as preservatives, coloring, seasoning and fat. Meanwhile Tara said that he preferred fast food because the food served by fast food restaurants like McDonald and KFC were delicious. He even made some pictures of such restaurants of his favorite.</td>
<td>2MB20</td>
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<td>1. Wednesday, March 13, 2013</td>
<td>8.50 A.M Until 10.10 A.M</td>
<td>At Room XI Social 1 (MB’s and TPW’s class room): That morning, material given was “Direct and Indirect Speech”. The teacher began the meeting by introducing the teaching material. Teacher asked MB to come in front of the class and did a simulation of practicing the “Direct and Indirect Speech”. MB practiced it with the teacher as his partner. And He did it very well.</td>
<td>3MB28</td>
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Teacher said, “MB, Last week I joined the students of grade X in the field-trip to Bandung. Well, Tell the class.” Bandung reported what the teacher had told him, “Last week Mrs. Arifah had joined the students of grade X in the field-trip to Bandung.” All of his peers including TPW (the one with autism listened attentively to both MB and the teacher simulating “Direct and Indirect Speech”. Especially for Tara Panji Waskito, the teacher repeated her explanation by simplifying the use of the language in order for Ilham to be able to understand the topic. In the last few minutes, teacher evaluated all students by completing some exercises from the source book “Solution 2” published by Oxford Publisher. Teacher asked TPW’s peer tutors (Rizka and Galih) to help Ilham understand the material. At the end of the class, teacher checked students’ work including MB’s and TPW’s.

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<td>1. Tuesday, March 26, 2013</td>
<td>10.30A.M Until 11.50 A.M</td>
<td>MB At Room XI Social 1 That morning, MB was having exam. That morning, He was having mid-term test. The subject being examined was English. The test took 90 minutes. He was given the similar test paper to the ones given to the other ordinary students. The test was designed based on the outline given to the students. The material tested was Adding Emphasis, Direct Speech and Indirect Speech, Reading Text “Meat for Vegetarian”, identifying noun, verb, adverb and adjective and composing a 200 word essay. At the end of the test, surprisingly, his mark was the highest in the classroom. He made such outstanding mark, 90. It means above the average as the minimum standard at SMA Lazuardi is 72.</td>
<td>4MB16 4MB15 4MB14 4MB13 4MB12 4MB11 4MB10 4MB09 4MB08 4MB07 4MB06 4MB05 4MB04 4MB03 4MB02 4MB01</td>
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THE DESCRIPTION OF THE STUDENT WITH AUTISM IN HIS ENGLISH LEARNING ACTIVITY

NAME: MB

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<td>Wednesday, March 4,</td>
<td>8. 50A.M Until</td>
<td>At Language Laboratory :</td>
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<td>2013</td>
<td>10.10 A.M</td>
<td>MB                                                                                               As it is stated in the lesson plan (1) (March 2 - 6 that MBr’s and TPW’s class (XI Social class) discussed about pop culture. Pop culture included various sub-topic including music, food and fashion. At that time the discussion was focused on the topic “food”. For further detail, teacher opened discussion by asking the class about their preference when they were given an opportunity to decide fast food or slow food for their lunch. All students stated their choice. MB said that he preferred slow food because it was much healthier meanwhile according to him, fast food was risky to consume because it contained lots of dangerous substance such as preservatives, coloring, seasoning and fat. Meanwhile Tara said that he preferred fast food because the food served by fast food restaurants like McDonald and KFC were delicious. He even made some pictures of such restaurants of his favorite.</td>
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<td>Wednesday, March 13,</td>
<td>8. 50A.M Until</td>
<td>At Room XI Social 1 :</td>
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<td>2013</td>
<td>10.10 A.M</td>
<td>MB                                                                                               That morning, material given was “Direct and Indirect Speech”. The teacher began the meeting by introducing the teaching material. Teacher asked MB to come in front of the class and did a simulation of practicing the “Direct and Indirect Speech”. MB practiced it with the teacher as his partner. And He did it very well. Teacher said, “MBr, Last week I joined the students of grade X in the field-trip to Bandung.</td>
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Well, Tell the class.” Bandung reported what the teacher had told him, “Last week Mrs. Arifah had joined the students of grade X in the field-trip to Bandung.” All of his peers including TPW (the one with autism) listened attentively to both MB and the teacher simulating “Direct and Indirect Speech”. Especially for TPW, the teacher repeated her explanation by simplifying the use of the language in order for TPW to be able to understand the topic. In the last few minutes, teacher evaluated all students by completing some exercises from the source book “Solution 2” published by Oxford Publisher. Teacher asked TPW’s peer tutors (Rizka and Galih) to help TPW understand the material. At the end of the class, teacher checked students’ work including MB’s and TPW’s.

Wednesday, March 13, 2013

8.50 A.M

Until 10.10 A.M

At Room XI Social 1 (TPW’s class):

That morning, material given was “Direct and Indirect Speech”. The teacher began the meeting by introducing the teaching material. Teacher asked TPW to come in front of the class and did a simulation of practicing the “Direct and Indirect Speech”. TPW practiced it with the teacher as his partner. And He did it very well. Teacher said, “Bagir, Last week I joined the students of grade X in the field-trip to Bandung. Well, Tell the class.” Bandung reported what the teacher had told him, “Last week Mrs. Arifah had joined the students of grade X in the field-trip to Bandung.” All of his peers including TPW (the one with autism) listened attentively to both MB and the teacher simulating “Direct and Indirect Speech”. Especially for TPW the teacher repeated her explanation by simplifying the use of the language in order for TPW to be able to understand the topic. In the last few minutes, teacher evaluated all students by completing some exercises from the source book “Solution 2” published by Oxford Publisher.
book “Solution 2” published by Oxford Publisher. Teacher asked TPW’s peer tutors (Rizka and Galih) to help Ilham understand the material. At the end of the class, teacher checked students’ work including MB’s and TPW’s.

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<tr>
<td>Tuesday, March 26, 2013</td>
<td>10.30A.M Until 11.50 A.M</td>
<td>TPW At Room XI Social 1 That morning, TPW was having exam. It was mid-term test. The subject being examined was English. The test took 90 minutes. He was given a special test paper, different to the ones given to the other ordinary students. The test was designed based on the outline given to the students. The material tested was describing several activities. Since TPW has weakness in producing text, instead, he was required to draw some pictures based on the instruction. He managed to accomplish it excellent. At the end of the test, surprisingly, his mark was the highest in the classroom. He made such outstanding mark, 100. It means above the average as the minimum standard at SMA Lazuardi is 72.</td>
<td>1TPW06 1TPW05 1TPW04 1TPW03 1TPW02 1TPW01</td>
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SHEETS OF INTERVIEW 1 (INT AP)

Wawancara dengan Bapak Agus Purwanto, M.Pd (Kepala Sekolah SMA Lazuardi Global Islamic School Depok)
Senin, 8 April 2013 jam 14.30

1. Pewawancara : Menurut Bapak, Apakah sekolah inklusi itu?
Narasumber : Sekolah inklusi itu mengakomodir semua anak dengan tidak membedakan golongan termasuk mereka yang menyandang label level kecerdasan baik itu mereka yang menyandang IQ rendah, IQ sedang dan IQ tinggi. Inklusi itu berbeda dengan eksklusive. Kalau eksklusif itu hanya mengacu pada kelompok tertentu saja.

2. Pewawancara : Sekolah inklusi dalam ruang lingkup kecil SMA Lazuardi GIS itu apa?
Narasumber : Kita mengacu kepada peraturan pemerintah no. 2 SISDIKNAS 2006/2010 bahwa setiap warga negara berhak mendapatkan pendidikan yang layak. SMA Lazuardi GIS Depok menginginkan pendidikan yang ramah sosial. Kita menyambut dengan baik semua siswa baik yang normal maupun anak-anak berkebutuhan khusus.
SHEET OF INTERVIEW 2 (INT FA)

Wawancara dengan Ibu Afifa Fatima S.Pd (Orthopedagog) SMA Lazuardi Global Islamic School Depok

Senin, 15 April, 2013 jam 14.00

1. Pewawancara : Menurut Bu Afifa, Apakah sekolah inklusi itu?
Narasumber : Sekolah inklusi adalah sekolah yang memfasilitasi berbagai keberagaman siswa, baik dari suku, agama, ras, budaya, fisik, kecerdasan, dll. Fasilitas yang diberikan berupa fasilitas pendidikan akademis dan lingkungan yang harus ramah.Sekolah inklusi itu ada jenjangnya dari yang full inclusion di mana siswa benar-benar selalu bersama dengan peer-nya sampai dengan sebatas satu gedung tetapi hanya bertemu teman ketika waktu istirahat.

2. Pewawancara : Bagaimanakah kondisi sekolah inklusi untuk SMA Lazuardi?
Narasumber : Saat ini, kondisi inklusi di SMA Lazuardi baru terbatas pada memfasilitasi para peserta didik. Untuk inklusinya masih di tahap penerimaan untuk belajar di satu lingkungan, tetapi belum 100% dalam pelajaran begitupun dalam penerimaan teman sebaya belum cukup inklusif.Dari jenjang sekolah inklusi, SMA Lazuardi berada di tengah-tengah.

3. Pewawancara : Autis itu apa?
Narasumber : Autisme adalah salah satu gangguan perkembangan yang meliputi gangguan di bidang sosial, perilaku adaptif serta interaksi komunikasi.

4. Pewawancara : Terkait dengan kurikulum dan syllabus?
Narasumber : Kurikulum dan syllabus yang dibuat untuk anak-anak yang high supported need diadaptasi dari kurikulum Brunei Darussalam dan merajuk pada kebutuhan siswa baik secara akademis maupun vocational skill dan activity and daily living skill. Tapi untuk siswa berkebutuhan khusus lainnya , kurikulumnya mengacu kepada kurikulum pemerintah yang dimodifikasi sedikit di indicator dan metode penyampaian.

5. Pewawancara :Keempat anak ini memiliki kemampuan, kelebihan dan kekurangan ?


6. Pewawancara : Kendala apa yang dihadapi Bu Afifa sebagai orthopedagog?

7. Pewawancara : Dari keempat siswa penyandang autis tersebut, siapa yang paling sulit ditangani?
Narasumber : Masing-masing anak ada titik sulitnya karena kelebihan dan kekurangan mereka. Tetapi yang sampai saat ini paling sering ‘lepas’ adalah Bagir.
karena dia tidak mau terlihat dibantu oleh guru. Dia juga yang paling dibebaskan oleh orang tuanya sehingga berefek juga di sekolah.

8. Pewawancara : Harapan Bu Afifa terhadap SMA Lazuardi Global Islamic School sebagai sekolah inklusi?
Narasumber : Harapannya agar suatu hari nanti kita bisa memfasilitasi berbagai jenis kebutuhan anak-anak special need khususnya penyandang autis tanpa harus memisahkan mereka dari teman-temannya pada saat belajar. Harapan selanjutnya adalah para siswa semakin menunjukkan sikap yang inklusif dan tidak memanfaatkan kekurangan siswa-siswa berkebutuhan khusus ini. (INT FA)

SHEET OF INTERVIEW 3 (INT CD)
Wawancara dengan Ibu Chitra S.Pd (Orthopedagog SMA Lazuardi Global Islamic School Depok)
Senin, 15 April, 2013 jam 14.00

1. Pewawancara : Menurut Bu Chitra, Apakah sekolah inklusi itu?
Narasumber : Menurut saya, kata inklusi itu berasal dari kata ‘include’. Hal itu meliputi semuanya tidak hanya mengakomodir anak-anak berkebutuhan khusus saja, tetapi termasuk di dalamnya dari latar belakang sosial, ekonomi, latar belakang daerah, budaya dsb.

2. Pewawancara : Bagaimana kondisi sekolah inklusi untuk SMA Lazuardi GIS?
Narasumber : Kondisinya semakin membaik untuk 3 tahun terakhir meliputi fasilitas, kerjasama dengan psikolog, komunikasi dengan orang tua lebih terbuka, ada fasilitas orthopedagog, suasana KBM lebih nyaman. Lebih memfasilitasi semua anak ABK berdasarkan kebutuhan dan kemampuannya. Misalnya Tara, jika tidak memungkinkan belajar di kelas, diganti dengan program substitusi. Misalnya ketika Tara harus belajar Matematika 3 kali pertemuan dalam seminggu, 1 kali pertemuan diganti dengan materi pembelajaran yang lain seperti special art.
3. Pewawancara: Menurut Ibu, Apakah *Autism* itu?
Narasumber: *Autism* merupakan gangguan perkembangan perpasive yang muncul sebelum usia 3 tahun dan bisa dilihat dalam 3 indikator: interaksi sosial, komunikasi dan perilaku.
Kekempat anak kelas sebelas tersebut (Emir, Bagir, Ilham, Tara) terindikasi positif menyandang autis berdasarkan itu merupakan hasil dari psikolog dan hasil assessment dari orthopedagogs.

4. Pewawancara: Terkait dengan kurikulum dan syllabus?

5. Pewawancara: Bagaimana Ibu memandang keempat anak ini dalam hal kompetensi mereka?
Narasumber: Keempat anak ini memiliki kemampuan, kelebihan dan kekurangan masing-masing seperti Bagir memiliki kemampuan berbahasa lebih dari teman-temannya, Tara memiliki kemampuan lebih di bidang musical, Ilham memiliki kemampuan lebih di bidang verbal, Emir memiliki kemampuan lebih di bidang Matematika.

6. Pewawancara: Kendala apa yang dihadapi Bu Chitra sebagai orthopedagog?
Narasumber: Saya merasa kesulitan ketika harus menangani keempatnya seperti pengendalian emosi, orang tua yang tidak kooperatif, orang tua yang terlalu protektif, kurang sinergi.

7. Pewawancara: Dari 4 siswa dengan autis ini, siapa yang paling sulit ditangani?
Narasumber: Ilham paling mandiri dari semuanya. Tara tidak terlalu sulit ditangani tetapi kita harus tahu kondisi suasana hatinya (emosinya tidak stabil).
8. Pewawancara : Harapan Bu Chitra terhadap SMA Lazuardi Global Islamic School sebagai sekolah inklusi?
Narasumber : Semua anak terfasilitasi dengan baik sesuai dengan kemampuan dan kebutuhannya, mereka tidak bergantung pada orang tuanya (harus lebih mandiri), berkembang sesuai dengan potensinya. (INT CD)