CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is not only taught for general students but also for students with special education needs. According to Alkahtani (2016), special education is a combination of education and psychology. It means, special education is a combination of learning that concatenate teaching technique and psychology where, special education is more specific intended for students with Special Education Needs (SEN). Arrah and Swain (2014) state that students with SEN cannot gather with students in general school when doing the learning process. Therefore Alkahtani, (2016) supported student with SEN need to be taught with special education.

Teaching students with SEN is quite different from students in regular mainstream school. The teacher who teach students with SEN is the one who have already mastered teaching technique and psychology. Padurean (2014) state that, besides the teacher in the classroom, there were a supporting teacher who participated in teaching students with SEN in the classroom. He also say that, the role of supporting teacher is to explain the material at a slower pace for the students, helping students making their homework, playing with them, and sometimes a supporting teacher counsel the student when it is needed. Friend

and Bursuck (2012), describe thirteen types of SEN. Those are; Learning Disability (LD), Speech or language Impairment (SLI), Mental Retardation (MR), Emotional Disturbance (ED), Hearing Impairment (HI), Visual Impairment (VI), Deaf-blindness, Orthopedic Impairment (OI), Traumatic Brain Injury (TBI), Other Health Impairment (OHI), Multiple Disabilities, Developmental Delay (DD) and the last is Autism Spectrum Disorder (ASD).

Ousley and Cermak (2013) state that, Autism Spectrum disorder (ASD) is a nerve development disorder indicated by behaviour disorder, it affects the communication skills and shows repeated behaviour. Rezvani (2018) says that students with autism more difficult in learning languages, because the students with autism still have low communication skill and understanding. To make teaching English for students with autism done well, the teacher should know each students' characteristic and what makes them interested in, so that, they more participated in the learning process.

Every student has different types of disabilities therefore, teacher needs to find the best possible way to teaching English and how to encourage them to participate in the learning process (Rezvani, 2018). The common disabilities that were found in school such as ADHD, hearing impairment (HI), Learning Disability (LD), speech or language impairment and autism. It should be realized that students with SEN requaire special treatment and attention in terms of education (Padurean, 2014). To make the learning process for students with SEN going well, the implementation of special teaching technique is needed.

The teacher who teaches students with SEN should have special technique and give them more attention when the learning process takes place (Bouillet & Mirošević, 2015). By implementing a good teaching technique, it makes the teacher easier build students' good behavior in learning process. Deleon, et al., (2014) states that, to improve Student with SEN good behaviour and reduce undesirable behaviour, parents, caregivers, clinicians, teacher and supporting teacher uses the procedure of reinforcement. It is meant that by implementing reinforcement in teaching strategy for students with SEN especially students with Autism Spectrum Disorder (ASD), it support the students to build their good behaviour and encourage them to participate and be active in the classroom activities.

Reinforcement is a strategy used by the teacher to encourage students to build good behaviour and make them more motivated to learn and participate in the classroom (Pratiwi, et al., 2018). Applying reinforcement in the learning activity increased students' desire to build their good behavior. Kinyanjui, et al., (2015) strengthen that, Reinforcement gives an impact that strengthened students' behavior. There are two types of reinforcement, positive reinforcement and negative reinforcement (Hoque, 2013). Pratiwi, et al., (2018) states that, positive reinforcement is used when student show good behaviour in learning activity while negative reinforcement used when student show misbehaviour in the learning activity. She also states that the effect of negative reinforcement is to change students' misbehaviour to be better than before,

while positive reinforcement makes students being motivated doing another good behaviour.

Schuetze, et al., (2017) found that, physiological, behavioural and neural response of students with autism were affected by giving reward as a good reinforcement. She also states that, by giving reward, it was a motivation and a way to learn students' individual characteristics. It means giving such a good reinforcement for students with Autism Spectrum Disorder (ASD) affected their learning ability, and it gives them a stimulus to be more participating in the learning activity and build good behavior.

Teaching foreign language for students with autism is still needed. Padmandewi & Artini, (2017) stated that education takes important role for every individual, therefore the quality of education for students with SEN need to be strengthened. The researcher realizes that applying reinforcement in the classroom is very important for students with ASD. Giving such reinforcement was a support system for students with Autism Spectrum Disorder (ASD) in the learning process. The researcher conducted a study about the reinforcement used by the English Teacher for students SEN especially students with Autism Spectrum Disorder (ASD). This research were be focused on the reinforcement that used by the English teacher at SLB Negeri 1 Denpasar. The researcher choose this school because SLB Negeri 1 Denpasar is one of the schools that devoted to students with special needs.

1.2 Problem Identification

Based on the observation in SLB Negeri 1 Denpasar, students with ASD have low interest while participating in the learning activities and need more extra attention from the teacher to fulfill students' different characteristics. Therefore implementing reinforcement in the classroom activity for students with Autism is very important to learn the characteristics of the students, by applying the reinforcement, it is another way to support the students in the learning activity and know their interest on the learning process. Deleon, et al., (2014) states that giving reinforcement gives a good impact for students with SEN. Therefore, this study was identify kind of reinforcement used by the teacher in the learning activity and how they implement the reinforcement in the classroom activity.

Autism is a cluster for a complex disorder of human brain disorder, therefore students with autism should have different treatment (Ousley & Cermak, 2013). (Hoque, 2013) states that, giving reinforcement is another way to make students become more confident and more active in the classroom especially for students with ASD. He also say that, giving reinforcement for students with autism is quite different, the teacher should know students' needs and how to face student's different characteristics during the learning process. Reinforcement gives students another stimulus to support them in the learning process and build student-teacher good interaction.

1.3 Limitation of the Study

The researcher limits the scope of this study, this research was focused on the English teacher in SLB Negeri 1 Denpasar and students with Autism Spectrum Disorder (ASD). The study focused on the types of reinforcement that the teacher used and how the teacher implement the reinforcement in the classroom.

1.4 Statement of the Problem

Based on the background of the study that has described previously, then there is some question that need to be answered, such as;

4.1 What reinforcements are used by the English teacher in SLB Negeri 1 Denpasar for students with ASD?

4.2 How are the reinforcements implemented by the English teacher in SLB Negeri 1 Denpasar for students with ASD?

1.5 Purpose of Study

Based on the research problem of the study that has been described previously, then the purpose of this study are;

5.1 Identifying the kinds of reinforcement used by the English teacher in SLB Negeri 1 Denpasar for students with ASD.

5.2 Describing the implementation of reinforcement used by the English teacher in SLB Negeri 1 Denpasar for students with ASD.

1.6 Significances of Study

Based on the purpose of the study, the significance of this study is related to this research, there are two significances of the study, such as theoretical significance and practical significance.

1.6.1 Theoretical Significance

Theoretically, this research was expected to provide sources to the other researcher that wants to make kind of research that relates to this research which is about reinforcement used for students with SEN. This study also enrich knowledge, especially about the reinforcement that suitable applied to Students with SEN and focused on Autism Spectrum Disorder (ASD). Describing the kind of reinforcement that teacher used to build students behaviour for students with Autism. The teacher used this study to be their reference in the classroom activity to build a good interaction with the students.

1.6.2 Practical Significance

Practically, this study provide some benefit for the reader such as, first, used to build teacher-student interaction especially for students SEN especialy students with ASD. Second, this study used to handle current situation that teacher face when giving reinforcement or teach students with ASD. Third, this study used by the teacher to estimate what kind of reinforcement that suitable for certain types of students' character. The last is the researcher expected that the reader know more about how to handle and treat students with autism in term of giving reinforcement through reading this research.