

CHAPTER II

RIVIEW OF RELATRED LITERATURE

This chapter deals with a kind of theory relating to this research. This review explain various concept that related to this research such as Reinforcement and Students with Special Education Needs (SEN).

2.1 Theoretical Description.

To support this study, some theories were related to this study, those include types of special needs students, kind of education, reinforcement and reward,

2.1.1 Types of Special Needs Students

Since 1994 education of students with special education already has a lot of attention from the international community (Arrah and Swain, 2014). Therefore education for students with special need began in various countries, they started to develop any school for students with special needs. However, there is one thing that has to be known, students with Special Education Needs (SEN) have special "needs" in term of education (Padurean, 2014). In Indonesia, the school that devoted to students with Special Education Needs (SEN) is called as SLB (Sekolah Luar Biasa). SLB (Sekolah Lura Biasa) is a kind of school that devoted for students who have different needs in term of education such as, physically disabled and behaviorally and emotionally

disturbed (Padmadewi and Artini, 2017). According to Friend & Bursuck (2012), there are thirteen types of students with disabilities their different situation was the reason why these students need special treatment in term of receiving education, those types are:

2.1.1.1 Learning Disabilities (LD)

According to Friend & Bursuck (2012), learning disabilities are kind of disorder that makes the students difficult to process the information and it is usually found in the language-based activity. In this situation, students have difficulties in term of processing the question or comment that directed to them. Students with this condition were difficult to manage their time, following others directions, organizing their assignment and in some situation, they look like, they are lazy and have no motivation to do something, but in reality, they already do the best of their ability (Friend & Bursuck, 2012). Students with Learning Disabilities (LD) often have a significant problem in term of learning how to read, compute and write, however, students with Learning Disabilities (LD) sometimes have average intelligent or it is above-average intelligent, each student may have different situation in their ability (Friend & Bursuck, 2012).

2.1.1.2 Speech or Language Impairments

Speech or Language Impairments is a disorder that makes a person have difficulties in term of managing language and how to say the language properly (Friend & Bursuck, 2012). Students with Speech or Language Impairments may

have trouble with articulation or the production of speech sounds. In this case, they may mispronounce some of their words when they speak, they also have difficulties in term of how to speak fluently, and it also called as a stuttering problem (Friend & Bursuck, 2012). Some students may have a different type of speaking problem, some of them tend to use pictures or sign language to communicate with the other.

2.1.1.3 Mental Retardation (MR)

This kind of disorder often affects the intellectual ability and adaptive behaviour, this kind of disabilities have a varied type of severity (Friend & Bursuck, 2012). Students with Mental retardation (MR) is a 'slow learner' type of learners, sometimes they in the point that their learning levels off. Rather they call them as mental retardation, it sound better to call them intellectual disability. Commonly, students with Mental retardation (MR) live like students in general and independent or semi-independent, they also have a job that appropriates to their ability (Friend & Bursuck, 2012).

2.1.1.4 Emotional Disturbance (ED)

According to Friend & Bursuck (2012), Emotional disturbance (ED) is kind of mental health disorder that affects students' social-emotional until in the situation, it make them negatively affected. Emotional disturbance (ED) also sometimes called as emotional and behaviour disorder (EBD) because in this situation students were hard to control their emotions, that is the cause they

have a difficult time with their interpersonal relationship (Friend & Bursuck, 2012). Some students with ED are depressed. Friend & Bursuck (2012) also stated that in building some relationship with their surroundings, they may give inappropriate emotional response when tried to build a relation with a friend, they may get extremely angry when their friend teases or play jokes on them, or in another case, they very sad when their family pet dies.

2.1.1.5 Hearing Impairment (HI)

As cited in Friend & Bursuck (2012), Hearing impairment (HI) is a type of disabilities that affect students' hearing ability, it partial or complete loss hearing, and it means they have an inability or limited ability to receive auditory signals. If the students have limited hearing ability, they use hearing aid to help them to receive auditory signal, while for the students who don't have the hearing ability or for the worst level, they use sign language or another way that help them to communicate (Friend & Bursuck, 2012).

2.1.1.6 Visual Impairment (VI)

Visual impairment (VI) the situation where students have a partial or complete loss their vision, the cause may vary, they bear with this disabilities, having bad habits that affect their vision or some accident make them completely lost their vision (Friend & Bursuck, 2012). For students who have partial sight, they use glasses or doing some surgery to help them easier to see something, for the students who completely lose their vision ability, usually,

they uses braille, specialized computers, and other aids to assist in learning, it depends on their needs (Friend & Bursuck, 2012).

2.1.1.7 Deaf-Blindness

As cited in Friend & Bursuck (2012). Deaf-blindness is the combination of Hearing impairment (HI) and Visual impairment (VI), students who have this disability cannot hear nor see. The degree of students' vision and hearing loss may vary, it from moderate to severe, and may be accompanied by other disabilities. The type of these students has extraordinarily unique learning needs.

2.1.1.8 Orthopedic Impairment (OI)

This disability affect students' motor activities because it is related to students' significant physical limitation and seriously impair their ability to move about (Friend & Bursuck, 2012). The cause of this disabilities is, students have diseases that affect the skeleton or muscles, the accident also may be the cause of these disabilities, it must be a serious accident. Some students may use a wheelchair to make them easy to move, while the rest uses adapted equipment to complete assignments (Friend & Bursuck, 2012).

2.1.1.9 Traumatic Brain Injury (TBI)

Traumatic brain injury (TBI) as cited in Friend & Bursuck (2012), is a medical condition that affecting students' learning, behaviour, social skills, and language, the cause of this condition were from accident or injury. Students with Traumatic brain injury (TBI) have various characteristics and special needs and it includes special treatment, they also have limited strength, developmental delays, it is also make them as short-term memory problems person, hearing or vision losses, this situation were temporary or permanent, irritability, and extreme mood swings (Friend & Bursuck, 2012). Students who experienced automobile accident falls, and sports injuries and have serious head trauma were classified as Traumatic brain injury (TBI).

2.1.1.10 Other Health Impairment (OHI)

Some students may don't have a normal situation that makes them easy while doing something in their life or they may have a disease or disorder so significant that it affects their ability to learn in school (Friend & Bursuck, 2012). The students with chronic heart conditions recognized as other health impairment (OHI) because they may need more absences when their illnesses recur. Another situation that classified as other health impairment (OHI) is acquired immune deficiency syndrome (AIDS), sickle cell anaemia, and also there are some students with attention deficit–hyperactivity disorder (ADHD), both of them receive special education services as other health impairment (OHI) (Friend & Bursuck, 2012).

2.1.1.11 Multiple Disabilities

Students who have more than two disabilities are recognized as multiple disabilities because they're more than two disabilities, it cannot be identified as primary, the most common disabilities are the combination of intellectual and physical disabilities (Friend & Bursuck, 2012). Students who have this disability often use assistive technology to make them easier in doing something in their daily activity, whether it is in the school or another activity that they do. The situation that they have forced them to have special treatment because they may have different needs.

2.1.1.12 Developmental Delay (DD)

According to Friend & Bursuck (2012), Developmental delay (DD) consider have difference with the other disabilities, this is types of disabilities is specific disability labels for students up to age 9. Students with this disability have significant delays in physical, cognitive, communication, social-emotional, or adaptive development (Friend & Bursuck, 2012).

2.1.1.13 Autism Spectrum Disorder (ASD)

This disability categories in some types of form, it is be mild or significant, and this disability seen as students' extraordinary difficulty in social responsiveness (Friend & Bursuck, 2012). Usually, autism preferred called Autism Spectrum Disorder (ASD), because there are many variations of Autism, this kind of disabilities recognized in such a young age. Students with

Autism generally avoid physical contact like hugging, cuddling and holding, and rarely doing eye contact with their surrounding (Friend & Bursuck, 2012).

Students with Autism also have problem with social interactions since they were child, they look like, they don't pay attention toward other's feeling and tend to not have deep interactions with peers or adults (Friend & Bursuck, 2012). Students with autism may have unusual language pattern and sometimes they may repeat the language that they use or they often repeat what they have heard from the television and say the word randomly and repeated, they also not pay attention toward the language tone that they use (Friend & Bursuck, 2012). To make them comfortable, they usually doing routinized behaviour. Some students with autism have above-average intelligence while the rest may have intellectual disabilities.

Students with autism usually have limitations in communicating, this is due to disturbances in certain nervous systems that affect communication skills and repetitive social interactions of autistics students itself (Ratajczak, 2011). He also states that, there are several possibilities that make the genes that cause autism develop stronger such, Co-morbidities, age of parents, pregnancy's condition, imbalance neural systems, infection during pregnancy. Pervasive Developmental Disorders (PDD) or Autism Spectrum Disorders (ASD) is a group of complex developmental brain disorder that simplified and generally known as Autism (Edward and Geraldina, 2015).

2.1.2 Definition of reinforcement

There are two types of reinforcement, positive reinforcement and negative reinforcement (Hoque, 2013). He also states that in education term positive reinforcement is kind of stimulus that given such as praise, grades, medals and other prizes awarded while negative reinforcement is by giving them an electric shock or a loud noise and another thing that improve student's misbehaviour to be better. Kelly and Pohl (2018) conducted a study about the example of the used of positive and negative reinforcement, for example, if the students do their homework and show a good behaviour, the teacher gave them a praise or a reward for the students, it is the example of positive reinforcement, if the students doesn't make their homework and show misbehaviour, the teacher gave them a warning or ask them to do another extra homework to prevent the students to repeat their misbehaviour, it is the example of the implementation of negative reinforcement.

Reinforcement divided into two terms; the first is verbal reinforcement and non-verbal reinforcement. Fitrianti, et al., (2018) states that verbal reinforcement is praise or recognition given for the student in terms of word or sentence that build students' confident while non-verbal reinforcement showed by gesture like nodding, thumbs up, clapping, while the expression was shown like smile, laugh, delightful. There are several example that used while implementing verbal reinforcement, such as: "You are a good student", "Thank you for helping your friend", "What a kind student", "You are a nice student", "Thank you for being so quiet, Ana", "Thanks for your response", "I appreciate

your hard work”, “Great job”, “Nice job”, “You make a great job”, Marhaeni, et al, (2018). Reinforcement used by the teacher when the students express their behaviour, whether it is good or misbehaviour, Fitrianti, et al., (2018). Teacher uses certain word that makes the students feel encouraged to do good behaviour, there are several verbal reinforcements such follow: good, great, good job, excellent, what a good answer, you do it well keep learn and do your best, Fitrianti, et al., (2018). If verbal reinforcement is more about how using a word to support the students, non-verbal reinforcement is a way to give students support by using gesture or expression, it is in term of reward, Fitrianti, et al., (2018). Giving students a thing that makes the students feels appreciated, for example giving them candy, a star on their book or a sticker.

Padmadewi and Artini (2018), conducted a study about the use of innovative reward program in term of teaching students in primary school. In their study, the term reinforcement is interchangeable with the term ‘reward’. They cclassify the reward that has been in the school under investigation into 4 types of reward classification, those are as follows; the first is the reinforcement that used based on the targeted audience such as reward for individual or class reward, the teacher gives anything that make students put more effort to do positive behaviour in the classroom activity. The second is based on the purpose of the reinforcement used, it is based on the purpose of the reinforcement used and what kind of students that teacher faces. The third is the reward given by the teacher based on time, for example, daily reward, weekly rewards and

semester rewards. The last is the reward that given based on its variation shapes/forms such as, stickers, different colour chips, Certificates, Trophy, Free-time extension, and movie Day.

Cotton, K (1998), have conducted a research about instructional reinforcement, reinforcement divided by types of the reinforcement's implementation. There are five types of reinforcement based on this theory, the first is praise and verbal reinforcement, the things that includes praise and verbal reinforcement such as, giving the correction when doing discussion in the classroom activity, accurate homework, and improved test scores. The second is symbolic reward, the example of symbolic reward giving students a paper gold star, having a picture on bulletin board, and another thing. The third is token reward, the fourth is tangible reward, like toys, pencil, notebook, eraser, ruler, and etc. The last is, activity reward, by giving a chance for students to being a leader of classroom activity, giving more free time and another things.

Deleon, et al., (2014) state that reinforcement is a process where a stimulus given by the teacher, which expected increased students' response. The types of reinforcement that usually used in term of education and clinical is positive reinforcement (Walting & Schwartz, 2004). Reinforcement identically visualized by giving reward to the students (Hoque, 2013). It means giving students a reward is kind of positive reinforcement makes students feels appreciated by the teacher. It gives kind of situation that by giving reward as positive reinforcement makes the students more motivated to learn

(Adibsereshki, et al., 2014). Reinforcement was a reward in terms of a thing or praise, by giving a good reinforcement, students are expected can repeat their good behavior. Giving a good reinforcement can make students more enthusiastic in the learning process, besides students build a positive behaviour in the learning process if the teacher gives them reinforcement that suitable to their situation.

2.1.3 Inclusive Education

According to Dreyer (2017), Inclusive education is education's strategy used to provide same quality for each learners with different needs through meaningful access to education. It is mean that inclusive education is a learning strategy that educating students with different needs of disabilities and learning needs in the same class with non-disabilities students. Cornelius and Balakrishnan (2012) support that the aims of inclusive education is to make students with SEN learn in mainstream school with many challenges that need to resolved to make their education to be meaningful. Therefore the implementation of Inclusive education strategy is very good for students with SEN because it supports them in term of the strategy used in learning process and they have more social life with another students with same disabilities, different disabilities or non-disabilities.

According to Cornelius and Balakrishnan (2012), the purpose of inclusive education is to providing students with SEN with quality education by place them in mainstream school with their peers without disability. They

also state that inclusive education is not only about having students with SEN in regular school but also how to give students with SEN equal opportunity in term of classroom activity and. Indonesia is one of countries that implementing Inclusive Education in the mainstream school. Sunardi, Yusuf, Gunahardi, Priyono and Yeager (2011) conducted a study about the implementation of inclusive education for students with SEN in Indonesia. The sample of this study is 186 school in Indonesia, with 3,419 students is consider by students with SEN. It is mean inclusive education have more attention especially in term of special education.

2.2 Empirical review

There are seven study that have been done by the other researcher and related with this research, these seven research concern with reinforcement and ASD students.

There is a study that conducted by Geraldina & Edward (2015) about teacher's knowledge and how teachers teach students with Autism Spectrum Disorder in primary school. This study focused on teacher's knowledge toward how to teach students with ASD. They interviewed 16 teacher in Dar Es Salaam region and find out most teacher still have low knowledge toward ASD, they needs more training and seminars to have more knowledge about students with ASD. The study suggest the teacher and different educational stakeholder to work together in case to build appropriate strategy that makes students with or without autism enjoy and learn together in regular school.

Rezvani (2018) conducted a research about teaching English for students with autism. The study is about how to compare the influence of Montessori oriented and Audio-Lingual Method of English language teaching for students with autism. The Montessori-Oriented Method further contributed to developing a teacher-student relationship, providing an environment for students with autism to work independently, move freely around the class and interact more with other students and teacher. The research by Rezvani (2018) supports the researcher's research which contains how important teaching English for students with special education needs especially students with Autism spectrum disorder (ASD).

Another teaching classroom research also conducted by Padmadewi and Artini (2017), this study is more about the use of a co-teaching strategy that used in teaching students Autism Spectrum Disorder (ASD). In this research, the researcher puts information about how students dealing with the other students with a normal situation. The implementation of co-teaching is much emphasized in this study. Co-teaching is a situation where there are two teachers in one classroom and each teacher have a contribution in the learning activity, this study shows that students who have special educational needs have the opportunity to learn with students in general by applying co-teaching in the classroom. This study shows that using a good teaching technique also take effect on students with special needs' learning.

Besides applying a good teaching technique, Adibsereshki, et al., (2014) conducted a study about the use of reinforcement in teaching English for students with disabilities, This study is about comparing the effectiveness of two kinds of reinforcements, tangible reinforcements and social reinforcements, on the academic achievement of eighth-grade female students with intellectual disabilities in the science subject. Using reinforcement strategies could be an effective way to address specific behavioural issues and motivate the students in the classroom. This research gives much support for researcher's research because from this study the researcher found the importance of using reinforcement for students with special needs.

Schuetze, et al., (2017) also conducted a study related to reinforcement for students with Autism spectrum disorder, This study is about reinforcement that given by the teacher for students with special needs especially Autism Spectrum Disorder (ASD). She also put more attention on behaviour, neural and students' psychological responses while giving reinforcement in certain style and theory. This study gives the researcher another theory that relates to the use of reinforcement and in what kind of situation it is suitable to give reinforcement.

Kinyanjui, et al., (2015) also conducted a study about reinforcement that used in a primary school. This study is about how to investigate classroom reinforcement strategies and factors that influence the implementation of the reinforcement strategies used by teachers in Kikuyu district of Kenya. This

study was guided by the Operant Conditioning Theory. The result of this study is, reinforcement is the most common thing to use in giving students praise to make the students become more confident and build their good behaviour in the learning process. The researcher found many points of this research to support the researcher's research, such as the use of reinforcement, and also the effect.

The last is by Kuo (2016) this study is about applied behaviour analysis for students with autism. This study is about the instruction that teachers give when the teacher teaches the students with autism in public and how the teacher give reinforcement to the students in term to build their self-confident. The result shows that, by using appropriate reinforcement for students with autism, it gives students more self-confidence while learn and shows their good abilities in front of the other people. This study gives the researcher another reason about how important reinforcement in the learning activity for students with Special education Needs (SEN).

All of the studies that the researcher put above is kind of research related to the reinforcement that uses by the teacher for students with Special Education needs (SEN). Rezvani (2018) explain about how to teach English by using an audio-lingual method for students with special needs especially students with Autism and they interact with their friend freely in the classroom activity. Besides, Padmadewi and Artini, (2017) and Kuo (2016) found that students with Autism Spectrum Disorder also learn in the regular class and adapt to the

classroom situation. The rest of the study which are conducted by Adibsereshki, et al., (2014), Schuetze, et al., (2017), and Kinyanjui, et al., (2015) explains more about how important teaching English by using reinforcement in the classroom activity especially for students with Autism Spectrum Disorder (ASD).

The things that make this reserach different from the study above are; the researcher wants to identify and explains how the teacher applies the kind of reinforcements that English teacher use when teaching students with ASD in SLB Negeri 1 Denpasar. After the researcher identifies kind of reinforcement that English teacher uses, the researcher describes the implementation of reinforcement that the English teacher uses in the classroom activity to support students in the learning process. The other thing that makes this study different is, the explanation about the reinforcement used is more specific pertaining to teaching students with autism.

