



APPENDICES

Appendix 1. Surat Keterangan Penelitian



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEMUDAAN DAN OLARAGA
SLB NEGERI 1 DENPASAR
Jalan Serma Gede Nomor 11 Denpasar.
Telp. 0361 224375



SURAT KETERANGAN

Nomor: 800/2345/SLBNIDPS/DISDIKPPA

Yang bertanda tangan dibawah ini. Kepala SLB Negeri 1 Denpasar, Kec. Denpasar Barat menerangkan bahwa.

Nama : Ni Ketut Lilis Ayu Supariani
Nomor Induk Mahasiswa : 1612021095
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar nama tersebut di atas telah melakukan penelitian pada tanggal 30 September s/d 4 Desember 2020 di SLB Negeri 1 Denpasar, dengan judul penelitian "The Identification of Reinforcement Used by English Teacher for Students with Autism Spectrum Disorder (ASD) at Sekolah Luar Biasa Negeri 1 Denpasar"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Denpasar, 4 Desember 2020

Kepala Sekolah SLB Negeri 1 Denpasar



Drs. Ni Ketut Supartawan, M.Phil.SNE

NIP: 19631231 198208 1 016

Appendix 2. Reinforcement Check List Result

Reinforcements check list.

No.	Reinforcement	Yes	No	Reinforcement used	Step by Step of the Implementation	Additional Information
1	Praise when students did some good behavior in the classroom.	Y		Wordings like: You're so nice. Now, that's a good student	When one student helps other students, the teacher will always encourage them with wordings or a tap or two in the shoulder.	
2	Giving praise for students who looked good apparently.		N			Students with autism are very rarely care about their appearance and should not be encouraged. It could distract them in the long term.
3	Giving praise when the students helping each other.	Y		"Name", you are good student. I like when you are helping each other.	Praising is given after they finish helping other each other.	
4	Praising students who working well in team and listening to their friend.	Y		Students, look at "Name", he/she is very cooperative today.	Praising is given at the end of the lesson.	
5	Praising students when they did good academically	Y		Your score is great.	Praising is given at the end of the test or when teacher gives score announcement (sometimes)	

6	Praising students when did good performance in the classroom activity	Y		Great Well done.	Giving praise after the student finishing their performance	
7	Praising students' assignment quality	Y		You have done well	When we check students works	
8	Praising students' improvement or progress of their works	Y		Your improvement on my lesson is surprising	Same as above	Recognizing students' progression is important in building good rapport on students' teacher relationship.
9	Praising students' assignment quality	Y				
10	Giving edible reinforcement for students who did some good behavior or achievement (candy, cookies, jelly, fruits, gum)		N			If we give one student candies, most likely, the other students will start to ask for more. Besides, they will start to eat in the class once we could not watch them when we gave our attention to other particular student.
11	Giving tangible reinforcement in students' classroom activity (stickers, stamps, crayons, balloons, balls, books, coloring books, puzzle)	Y		Sometimes.	We usually give tangible reinforcement in a game activities or as reward after test. Sometimes we also give them a sticker as a reward	This could be bias, but we teachers have very limited time to prepare such activities and their rewards.
12	Giving social reinforcement in students' daily activity (back rub,	Y			Whenever they perform well.	Teachers should be encouraged to give warm touches to show our students

	give me five, patting, smiling, clapping hands)					that they can trust us, unless students are severely autistic.
13	Giving activity reinforcement for students' classroom activity (listen to music, simple games, short story, free play time)	Y		Games.	We give games as warming up before the lesson or at the end of the lesson when we have enough time.	This is limited to simple games that do not require students to run or make big movements.
14	Giving negative verbal reinforcement in terms to manage students' behavior.		N			Can be done with cautions. As long as the teacher does not cross that particular student's bottom line, it Ok. Beware of students' wrath if not handled professionally.
15	Giving negative Non-verbal reinforcement in term to manage students' behavior.		N			The same reason with above.
16	Giving students time extension while doing classroom activity	Y			First we check whether they need time because of unfinished works or because of the activities are too hard form them.	Yes, as long as it doesn't take too much time, since they could be bored easily.
17	Giving students opportunity doing things students' like as request		N			It depends, as long as the class is still under control

Questions

1. Please explain what types of reinforcement that give positive effect to students with Autism?

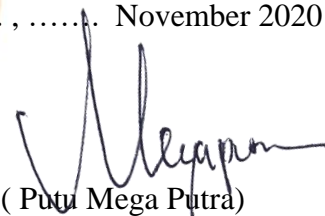
Answer: appreciation, back/shoulder tap or rub, and listening to them.

2. What is the reason of implementing kinds of reinforcement above for students with autism? Please explain!

Answer: Students with autism actually do not care too much on normal reinforcement. They need love and affection. So, we modify the reinforcement accordingly. Each students different from the others. The best we can do is to show our appreciation when they try to please us or get out attention, such as by helping his other friends, reporting his friend's mischief, or talking and asking too much questions to us. We can do that by giving them recognition and a tap or two at the shoulder. Sometime, we listen to their winding and headless conversation just to show that they can trust us with all their troubles. Sometime, this could lead to finding their core problems related to their reason of problematic behavior.

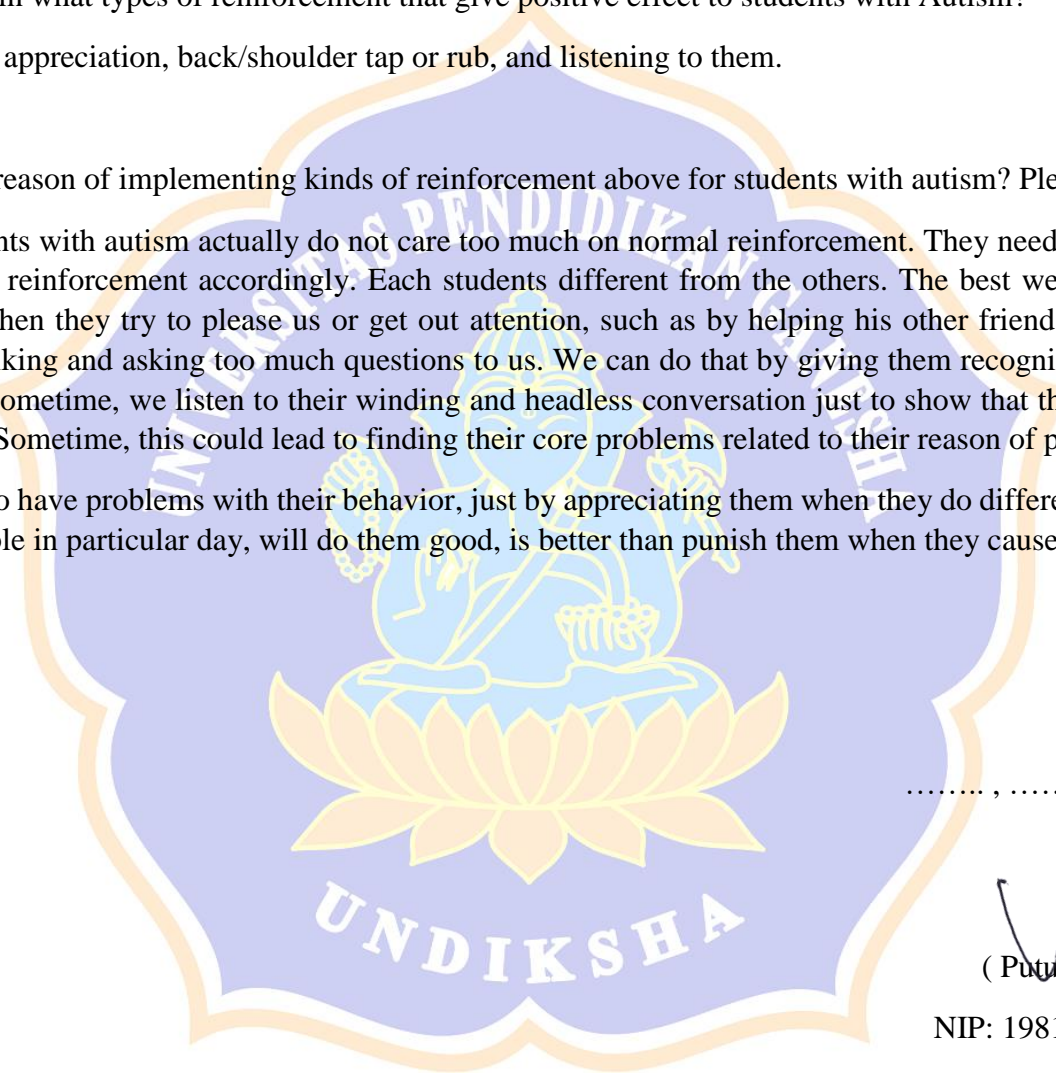
Even those who have problems with their behavior, just by appreciating them when they do differently, like when they do not cause trouble in particular day, will do them good, is better than punish them when they cause troubles.

....., November 2020



(Putu Mega Putra)

NIP: 19810927201101100



Appendix 3. Interview Result

No	Answer
1	<p>So reinforcement in the case of autism cannot be equated with giving reinforcement to general students. For example, giving reinforcement to general students is when students do a good actions, make a nice change or be able to do something better than his peers, then we can provide reinforcement as a form of appreciation for students' good behavior. It is different for students with autism, when the student is willing to take part in the lesson and wants to pay attention to the learning that provided by the teacher, that kind of action by autistics student we have to appreciate by providing reinforcement, for example by saying "Very good Dani you pay attention for the class today" it shows that we appreciate the attention that student give when we teach in the classroom. Sometimes there are cases where the student is very naughty, and it is difficult for them to be calm. Therefore, when the student starts to calm down and give a little attention, we have to appreciate it by providing reinforcement so that the student is motivated to repeat what we appreciate. It is very difficult to change the habits or nature of autistic students, but if we keep on giving such a good react on their action it will give them understanding that something that they do is a good thing, then over time the student will understand that what he is doing deserves to be repeated.</p> <p>In addition to providing reinforcement, teachers are also very important to familiarize themselves with students. If in public schools, sometimes the familiarity of teachers and students is considered as a bad thing if it is too much, because there is a belief that, in public schools the teacher must maintain his authority in front of students, so that students can appreciate teacher and not impudent to the teacher. However, in special schools, the more familiar we are with the students, the better, because basically special school students need more guidance, and need someone who is reliable for their mentality, because if the teacher gives</p>

distance to students, then students will not listen to the teacher and there will be no desire to open up, also students will not want to change. One thing that must be understood is that autism students go to school not only to study but to change attitudes for the better, such as practicing the student's life skills, if sometimes they faced with a difficult situation. Therefore the approach by SLB teachers is very different from teachers in public schools.

Usually every student has a different reaction to each teacher, it's depend on how the teacher is able to familiarize himself with students, sometimes student A will give different responses to teacher B and teacher C, this is also related to the student's sense of comfort and confidence in a particular teacher, therefore the interaction and approach of students with teachers is needed. In providing reinforcement to students with autism, the thing to note is that we as teachers cannot force students to follow what we have arranged in the classroom activity, so we as teachers must be flexible as much as possible. Providing reinforcement must also look at the class situation at that time, because usually in one class it will be very difficult to have only one activity, there must be some students who focus on doing other things, so in this case we can clap our hands, or raise interesting things that can attract students' interest, in this case the teacher is usually required to be as creative as possible.

In other classroom activity, to make it as creative as possible, sometime we give the students a sticker that can stick on their books, but in giving the sticker we cannot give the sticker for some students only, we need to give the sticker for all of the students but in different condition. For some students that wants to pay attention and follow the classroom activity we can give them the sticker, and for the other students, as long as they keep quiet and do not disturb their friends while studying, we need to appreciate this action by giving them a sticker, to make it different we

can differentiate the sticker by their color, so if the students wants the other sticker they need to manage their manner and attitude in the classroom activity, usually we will make the sticker for active students more colorful, and for the students who only keep quiet and do not join the activity we will give the simple sticker. When giving the sticker we will explain the difference between the sticker, so by this reinforce students will have a motivation to do the better thing in the classroom. The sticker cannot change students' behavior shortly, but it will build students interest in the learning activity.

The example of the sticker:

1. For passive students



2. for active students





2

There must be constraints in every application of reinforcement, it is about how we overcome these constraints. In classroom activity, there will be some students who will be difficult to catch their attention or may be will be very quiet, in this situation I will sometimes call their names, give colorful objects or something that smells good, so this is like how the student wants to pay attention to us, or when we are explaining on the board and the student is out of focus, we can distract them by snapping fingers or clapping hands. In fact, maintaining the attention of students with autism is very difficult and will not last long, for example, the students can pay attention for 5 minutes in learning activity and then a few minutes later their attention will be diverted to other things. In this time is where reinforcement in the form of attracting students' attention is very important, as I said earlier, snapping fingers, clapping hands, give something that attracts the attention of the student, or if the student is doing something, we need to show that we are interested in what he is doing, then gradually distract the student so they wants to see or pay attention to what we are directing.

3	<p>There are situations where, when giving reinforcement to the student and the student doesn't pay much attention to what we say, we can't force them. If we continue to force them, it can trigger students to become tantrums, because as I said earlier, autistic students cannot be forced. The things that we need do when some students do not want to focus on learning is by giving them other activities, so they will not disturb other students, such as make an illustration in the drawing book and other interesting things related to the material, for example, the material is part of the human body, we can write it in a book like "head" and later it will be copied by the students, so that they will be focus on the things that we give and do not disturb other students who are participating in learning activities. We cannot force students to take part in an activity, because if students already feel forced, students will become uncomfortable and uncontrollable, because the sensitivity of autistic students is very high, therefore, autistic students really don't like being touched. In giving reinforcements in the form of food, it is strongly discouraged to give them chocolate, because it will make students have an explosion of energy and also they will be addicted on it, which if we don't give it to them, it can cause tantrums.</p>
4	<p>If it is necessary to use punishment, it must be done firmly, therefore the student feels that the teacher is a person who deserves to be heard. I personally never use punishment. But there are situations where I have to hold him firmly or "pin him down" and it is not in terms of punishment, it is done if the student is on a rampage, or will endanger the surrounding. There are situations where sometimes that I am attacked by students, but we must not give resistance which will make the students tantrums. Because there is a situation where one student experiences tantrums, it can make other students feel annoyed, and it also can make other students also become tantrums. In this case, giving punishment or actions that are quite harsh for students were aims to protect students and also protect their friends from getting hurt. Therefore, giving negative reinforcement is avoided, we also need to pay attention to what they</p>

needs, and if absolutely necessary, give students warnings such as understanding that it is not appropriate to do so. If students in general, If there is a beating, it will make students feel down and not confident, whereas if it happens to autism students, what happens is the student will become tantrums and often injure himself and their surroundings,



Appendix 4. RPP for VII C and X C



PEMERINTAH PROVINSI BALI

DINAS PENDIDIKAN, KEPEMUDAAN, DAN OLAHRAGA

SLB NEGERI 1

DENPASAR

Jalan Serma Gede Nomor 11 Denpasar, Telp. 0361 224375



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(PEMBELAJARAN JARAK JAUH)

Mata Pelajaran	: Bhs Inggris
Kelas/Semester	: VII SMPLB Tunagrahita / I
Alokasi Waktu	: 3 pertemuan (6 X 35 menit)
Materi	: Greeting

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran melalui daring, peserta didik diharapkan dapat :

1. Siswa dapat mengucapkan dan merespon sapaan, pamitan, ucapan terima kasih dalam sebuah dialog

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none">1. Melakukan pembukaan dengan berdoa dan salam, memeriksa kehadiran peserta didik melalui <i>WhatsApp</i> Group (WAG)2. Memberikan motivasi dan menyampaikan tujuan pembelajaran
Inti	<p>Pertemuan I</p> <ol style="list-style-type: none">1. Peserta didik diberi link tentang mengucapkan salam dalam Bahasa Inggris2. Peserta didik menyimak video pada link yang disediakan guru.3. Guru melakukan diskusi dan tanya jawab mengenai pengucapan salam via WA chat ataupun jika memungkinkan via Video call.4. Guru meminta siswa mengulang pengucapan salam dalam Bahasa Inggris secara individu dengan bimbingan guru.5. Siswa menuliskan salam dalam Bahasa Inggris dan terjemahannya dalam Bahasa Indonesia di WA group. Bagi yang belum bisa menulis, cukup dengan voice note saja. <p>Pertemuan II</p> <ol style="list-style-type: none">6. Peserta didik diminta mengulang kembali pengucapan salam berdasarkan waktu pada pertemuan sebelumnya7. Peserta didik kembali menyimak video https://www.youtube.com/watch?v=tVlcKp3bWH8 tentang sapaan sederhana "Hello" "How are you?" dan responnya.

	<ol style="list-style-type: none"> 8. Guru melakukan diskusi dan tanya jawab mengenai pengucapan sapaan sederhana dan responnya via WA chat ataupun jika memungkinkan via Video call. 9. Guru meminta siswa mengulang pengucapan sapaan dalam Bahasa Inggris secara individu dengan bimbingan guru. 10. Guru meminta siswa mengulang pengucapan respon sapaan dalam Bahasa Inggris secara individu dengan bimbingan guru. 11. Siswa menuliskan sapaan dan responnya dalam Bahasa Inggris dan terjemahannya dalam Bahasa Indonesia di WA group. Bagi yang belum bisa menulis, cukup dengan voice note saja. <p>Pertemuan III</p> <ol style="list-style-type: none"> 12. Peserta didik diminta mengulang kembali pengucapan salam berdasarkan waktu dan sapaan beserta responnya pada pertemuan sebelumnya 13. Peserta didik kembali menyimak video video pembelajaran sebelumnya. 14. Guru meminta siswa mengulang pengucapan sapaan dalam Bahasa Inggris secara individu dengan bimbingan guru. 15. Guru meminta siswa mengulang pengucapan respon sapaan dalam Bahasa Inggris secara individu dengan bimbingan guru. 16. Peserta didik diminta berdialog mengucapkan salam dan sapaan beserta responnya berpasangan dengan bimbingan guru via Video Call ataupun zoom.
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan apresiasi kepada peserta didik yang aktif pada pembelajaran di masa pandemi. 2. Guru membuat rangkuman tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru menyampaikan kegiatan pembelajaran akan dilaksanakan pada pertemuan berikutnya.

C. PENILAIAN

1. Penilaian Pengetahuan berupa tes lisan / observasi terhadap diskusi, tanya jawab dan percakapan serta penugasan menggunakan *vidiocall* (untuk aktivitas dan hasil kerja siswa yang dikirim melalui WAG)
2. Penilaian Keterampilan berupa penilaian unjuk kerja.

Remedial dan Pengayaan: Pembelajaran remedial dan pengayaan segera dilakukan setelah kegiatan penilaian.

2020
Mengetahui
Kepala SLB Negeri 1 Denpasar
VII SMPLBC

Denpasar,

Guru Mata Pelajaran

Drs. I Ketut Sumartawan, M.Phil.SNE
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DENPASAR

Jalan Serma Gede Nomor 11 Denpasar, Telp. 0361 224375

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(PEMBELAJARAN JARAK JAUH)

Mata Pelajaran : Bhs Inggris
 Kelas/Semester : X SMALB Tunagrahita / I
 Alokasi Waktu : 3 pertemuan (6 X 35 menit)
 Materi : Ucapan meminta dan berterima kasih

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran melalui daring, peserta didik diharapkan dapat :

2. Siswa dapat mengucapkan dan merespon ungkapan meminta dan berterima kasih dalam sebuah dialog

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan	3. Melakukan pembukaan dengan berdoa dan salam, memeriksa kehadiran peserta didik melalui <i>WhatsApp</i> Group (WAG) 4. Memberikan motivasi dan menyampaikan tujuan pembelajaran
Inti	<p>Pertemuan I</p> 17. Peserta didik diberi link https://www.youtube.com/watch?v=w05dMdvENaw tentang mengucapkan terima kasih dalam Bahasa Inggris 18. Peserta didik menyimak video pada link yang disediakan guru. 19. Guru melakukan diskusi dan tanya jawab mengenai pengucapan terima kasih via WA chat ataupun jika memungkinkan via Video call. 20. Guru meminta siswa mengulang pengucapan terima kasih dalam Bahasa Inggris secara individu dengan bimbingan guru. 21. Siswa menuliskan terima kasih dalam Bahasa Inggris dan terjemahannya dalam Bahasa Indonesia di WA group. Bagi yang belum bisa menulis, cukup dengan voice note saja.
	<p>Pertemuan II</p> 22. Peserta didik diminta mengulang kembali pengucapan salam berdasarkan waktu pada pertemuan sebelumnya 23. Peserta didik kembali menyimak video https://www.youtube.com/watch?v=zXIXDoCRc84 tentang meminta dan berterima kasih sederhana "Please" "Thank you". 24. Guru melakukan diskusi dan tanya jawab mengenai ekspresi meminta dan berterima kasih via WA chat ataupun jika memungkinkan via Video call.

	<p>25. Guru meminta siswa mengulang pengucapan meminta dan berterima kasih dalam Bahasa Inggris secara individu dengan bimbingan guru.</p> <p>26. Peserta didik diminta berdialog mengucapkan meminta dan berterima kasih berpasangan dengan bimbingan guru via Video Call ataupun zoom.</p> <p>27. Siswa menuliskan dialog pendek dan sederhana meminta dan berterima kasih dalam Bahasa Inggris di WA group. Bagi yang belum bisa menulis, cukup dengan voice note saja.</p> <p>Pertemuan III</p> <p>28. Peserta didik diminta mengulang kembali pengucapan ekspresi meminta dan berterima kasih pada pertemuan sebelumnya</p> <p>29. Peserta menyimak video https://www.youtube.com/watch?v=TCQ9paC-MoY pada menit ke 1:17 (cut scene dan upload video) tentang cerita little bear.</p> <p>30. Guru melakukan diskusi dan tanya jawab mengenai ekspresi meminta dan berterima kasih via WA chat ataupun jika memungkinkan via Video call.</p> <p>31. Peserta didik diminta berdialog mengucapkan meminta dan berterima kasih berpasangan dengan bimbingan guru via Video Call ataupun zoom.</p>
Penutup	<p>4. Guru memberikan apresiasi kepada peserta didik yang aktif pada pembelajaran di masa pandemi.</p> <p>5. Guru membuat rangkuman tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <p>6. Guru menyampaikan kegiatan pembelajaran akan dilaksanakan pada pertemuan berikutnya.</p>

D. PENILAIAN

3. Penilaian Pengetahuan berupa tes lisan / observasi terhadap diskusi, tanya jawab dan percakapan serta penugasan menggunakan *vidiocal* (untuk aktivitas dan hasil kerja siswa yang dikirim melalui WAG)
4. Penilaian Keterampilan berupa penilaian unjuk kerja.

Remedial dan Pengayaan: None

Denpasar,

2020
Mengetahui

Kepala SLB Negeri 1 Denpasar
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Ni Ketut Lilis Ayu Supariani lahir di Singaraja pada tanggal 24 Oktober 1998 dari pasangan suami istri I Putu Sedana dan Ni Nyoman. Peneliti adalah anak kelima dari enam bersaudari. Peneliti sekarang tinggal di Banjar Dinas Asah Badung, desa Sepang Kelod, Kecamatan Busung Biu, Kbaupaten Buleleng. Pendidikan yang telah ditempuh peneliti yaitu SD Negeri 1 Sepang Kelod, lulus tahun 2010, SMP Negeri 3 Busung Biu,

lulus tahun 2013, dan SMK Negeri 3 Singaraja, lulus tahun 2016, dan mulai tahun 2016 mengikuti program studi S1 Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha sampai sekarang. Sampai dengan penulisan skripsi ini, peneliti masih terdaftar sebagai mahasiswa S1 program studi Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha

