

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The goals of this study are to describe the method that used in teaching writing for students with autism and to identify the challenges that teachers faced when teaching writing. More complete findings are explained as below.

1. Method Used in Teaching Writing for Students With Autism

Based on the observation there are two methods that has found in teaching writing for autism students, VAKT and Total Physical Respond. The methods are described as below.

a. VAKT method

The result of observation showed that the teacher used VAKT method in every meeting during observation. In second observation, the teacher taught a material about colors. The teacher introduce the colors to the students by using visual aids which is a paper that contains some colors and the name of the colors. After that they write them down in their book. After that the teacher then give them a task with a puzzle where they must match a picture with what color name that the picture has. For example, there is a picture of *Banana* and then the students must match it with the color name Yellow, of course they do that with the teacher help.

In third observation, the teacher taught a material about part of bodies. The teacher introduce the body parts vocabulary using a paper full with parts of body pictures they have. The teacher introduce the English word of each parts of body. Then the teacher used body language to demonstrate the use of parts of body, such as drinking and jumping. The teacher demonstrated how to drink to show the use of mouth and demonstrated how to jump to show the use of legs. The teacher also giving a task where students ask to name a part of body based on the picture by write it with the teacher helps.

In forth observation, the teacher taught material about number from one to five. Firstly, the teacher asked them coloring a picture of hedges with some colors, it is also helped students to remember to color that they have learnt. After coloring session, the teacher asked them to count 1-5 in Indonesian, and they already know it. Then the teacher tell them and ask them to write the English words of the numbers in their note book with the teacher helps. At last, they count each number of color in hedges drawing that they have colored.

b. Drilling Method

In the first observation, the teacher taught material about greeting and family. The teacher explain the material first by introduce them some of greeting words such as “good morning” and

“good afternoon” and the teacher also help them to write the translate of the vocabulary to Indonesia. After they know the vocabulary, they are then asked by the teacher to write again the vocabulary that they have been learn in the whiteboard. The students feel tired and bored, do they do not have a mood to do it. But the teacher patiently asked them to write down the vocabulary in whiteboard by talking to them carefully. At the end, they wanted to write it.

c. ABA Method

The teacher used ABA Method in every meeting. In first observation, the teacher giving applause and say “*bagus*” to the students after students write the vocabulary about family and greeting in their book. After the teacher asked them to write it again in the white board, the students suddenly feel bored and not in the mood, so the teacher cheers them up and say “ayo, kamu pasti bisa” until the students want to write it in the board.

In second observation, when the students write the vocabularies, the teacher always give them compliments such as “good job, *bagus*, and *Pintar*” and sometimes the teacher giving the applause. The teacher also do the same things when students do the matching task. When the students makes a mistake, the teacher correct their mistake by explain it carefully and giving them compliment to finish it again.

In third observation, the teacher taught about parts of bodies, when the teacher demonstrate the function of parts of body to the students, the teacher always give them applause. They do the demonstration with a happy feeling. In the last task, the teacher help them to finish the task without judging them and always give them positive support.

In forth observation, the teacher coloring a hedges picture with students and always compliments them by saying “*wah, kamu mewarnainya dengan sangat bagus dan rapi*”. And then they count 1 to five together in a cherry mood. The last task is they count the number of each color in the hedges without any negative word from the teacher.

2. Challenges That Teacher Faced in Teaching Writing

Based on the interview to the teacher there are some challenges that the teacher faced during teaching writing:

The first challenge related to visual tools. There is limited visual tool that school can provide for teaching. This challenge caused because limited fund that given by the government. The teacher then provided simple visual tool such as find it on internet then printed it. The teacher also said that the visual tools that usually used were puzzle and picture that the students can touch too. This statement can be proven by what the teacher said in the interview as below:

“The most valuable visual tools actually is the real visual aid. Because of limited fund, all the teacher can only use a simple tool such as puzzle and picture, sometimes the teacher fund the media in the internet and then printed it”

The second challenge related to unusual behave from autism students. The teacher stated that students more easily to handle because they are now in higher grade. It is different when the teacher teach the autism students in lower grade because they are often show their unusual behave and the teacher need to control them. The teacher also said that hard to control parents at home, they often give their autism students a food such us chocolate that can make them show their unusual behave. The teacher also spilled the way to calm down their unusual behave by having an intents conversation with them or try to change their focus to a toy or an activity that they like. This statement can be proved by the result of the interview with the teacher as below:

”Now I handle a higher class so the students easily control. But it is different when I teach the lower class. They often show their unusual behave and need time to me to handle that situation. Sometimes, I need to talk intensively with them or I need to change their focus with a toy or an activity that they like. This unusual behave sometimes happen because their parents give them the food that drive them do that”

The third challenge is related to teacher’s skill and knowledge in teaching autism students. The teacher said that the teacher did not have

a professional qualification in teaching autism. But the teacher had an experience about a years in handling and teaching autism students before being the teacher in this school. Because of this experience, the teacher can handle the challenge related to the students that she faced during teaching in this school. The government also do not held a comprehensive training in teaching autism students. There is only one teacher as representative to join the training where the training is the best place to share each other about the techniques in teaching autism students. The teacher also hopes beside the training, all the teacher for autism students can find the knowledge about the teaching by themself in online media such as youtube, facebook and instagram. This statement can be proved by:

“I do not have a professional qualification but I have taught an autism students for a year before being a teacher. About the training, government only ask for a teacher to join the training as a representative for each school. It is better to do a comprehensive training for all teacher because the training is really helpful in developing the teaching activity. I also hopes all teachers for autism students have a desire to learn by themselves to improve their teaching skill, so many references in social media right now”

B. Discussion

This section are discusses the research findings. The purpose of this study are to describe the method that used in teaching writing for students

with autism and to identify the challenges that teachers faced when teaching writing.

1. The Method that Used in Teaching Writing for Students with Autism

According to Richards and Rodgers (1986) a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

a. VAKT

VAKT method is able to implicate all the senses that exist in humans, including; visual/vision, auditory/hearing, kinesthetic and tactile (Susanto and Nugraheni, 2020). This method will provide an overview of an optimal learning experience because it involves all the senses so it will be effective if applied to hyperactive children with learning difficulties in beginning reading. (Destiani 2016, as cited in (Susanto and Nugraheni, 2020)

The findings show the teacher used VAKT in some meetings. In second observation, the teacher taught through audio and visual by introducing the color vocabulary used a colorful printed material. And tactile from the puzzle that they fit a thing with the name of the color it has. In third observation, the teacher taught through audio and visual by guessing part of body based on picture, kinesthetic by using body language to illustrate the function of part of body. For example, the teacher illustrate how to drink to show the use of mouth and tactile by pair a picture of part of body and the

name of it. In forth observation, the teacher taught through audio and visual by introducing the number 1-5 and drilling the name, tactile by drawing a hedge with some colors and count every color using the name of number that they have learnt.

b. Drilling Method

Drill is practicing repeatedly by trial and error or by regular procedures. Drilling method is a learning method that focuses on habit-forming activities that are carried out repeatedly to master certain skills or abilities and create habits in students, because instilling a value is not something that is easy to implement if students are not familiar with it or do not repeat it often. Drill is a teaching method that helps students act proactively in the learning process, because the drill method always requires learning and evaluating the exercises given by the teacher. The aim of this training method is to train and measure students' motor and mental abilities to strengthen the interactions achieved. Apart from that, this method teaches good habits/karma, talent, determination and practical skills in subjects (Ali & Dipnegoro, 2023).

The teacher used drilling method only in first observation. The teacher taught about greeting and family and they learn the vocabulary about it. The teacher ask them to write it in their note book and then the teacher ask them to repeat writing the vocabulary in the white board.

c. ABA Method

ABA is a therapeutic approach based on scientific principles of behavior with the aim of modifying human behavior. Apart from being used as an intervention and treatment for autism, ABA can also be applied in various other settings, namely special education, behavior management, and rehabilitation. The ABA method is based on behavioral principles that have been scientifically tested, including positive reinforcement, reducing negative reinforcement, forming new behavior through the reinforcement process, and forming more complex behavior through gradual reduction (shaping). This method focuses on socially important behavior, namely by intervening to increase the desired behavior and showing the relationship between the intervention and the improvement in behavior that occurs (Baer, Wolf & Risley, 1968; Cooper, Heron & Heward, 2020; as cited in Langga, Nefertiti, Radhiah and Mutiadesi, 2023).

Since the ABA method is related to behavior management, so the teacher always use this method in every meeting. The teacher always giving compliment to the students by saying supportive word such as "*bagus, pintar, good job*". Sometimes the teacher also giving them an applause to show positive support to the students.

2. The Challenges that Teacher Faced when Teaching Writing

Ramadhani, Bahri, and Silviyanti (2019) state that there are several challenges faced by teacher in teaching autism students are lack of teaching aids such as visual aids, students' unusual or strange behavior and lack of experience in handling classroom with autism students.

Based on the interview, there are some challenges that teacher faced in teaching writing for autism students. The first is from lack of visual teaching aids. The main challenge is because the school has limited funds, so the teacher also have limited teaching aids. The teacher also make a visual aids as simple as possible such as with a picture printed material.

The second challenge is related to students' unusual or strange behavior. The teacher stated that because their now in grade 10, they have more control to their unsual behavior than lower grade. The teacher said the mood of the students really affect the teaching, no matter how good the teaching aids used, if students had a bad mood in the beginning of the lesson or from their home, it is hard to teach them. The teacher stated that hard to ask parents to control students' meal at home. It is important because the food especially sweet food like chocolate can affect students' mood.

The last challenges is related to teacher experience in handling autism classroom. Based on the interview to the teacher, the teacher did not have a professional qualification in teaching autism students yet. But the teacher has experienced teaching an autism students for a year before

being a teacher in the school. The teacher said that the government only held 1-2 training for a year. And the training is not comprehensive, it is only a teacher who join the training as a representative. In fact, the training is the best place to find best strategy for autism students by learning from the other autism students. And the teacher hopes all the teacher for autism students has an awareness to learn by themselves to being a good teacher, not only in the training but also in other platforms such as social media.