

**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTIONS IN
TEACHING ENGLISH TO THE STUDENTS WITH AUTISM IN
INDONESIA**

SKRIPSI



by

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FACULTY OF EDUCATION AND HUMANITIES
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TEACHING ENGLISH TO THE STUDENTS WITH AUTISM IN
INDONESIA**

SKRIPSI

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for the degree of *Sarjana Pendidikan (S.Pd.)*
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 4th November 2020

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ABSTRACT

Sandra, L. A. (2020). *The Implementation of Differentiated Instructions in Teaching English to The Students with Autism in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta.

Students with special needs, especially in this study; autism, are a big issue in education field. As there is no regulation yet for education for these students, there is a big gap between teachers and students. This study aimed to investigate the implementation of Differentiated Instructions (DI) used by the teachers to teach students with autism.

This study used qualitative methods and the instruments were observations checklist and interviews checklist. There were 3 classes being observed (grade 2, grade 3, and grade 6) and 2 English teachers being interviewed, where one of the English teachers taught 2 Autism Spectrum Disorder (ASD) students in different class. Further, the results of the observations showed that different assessments were given towards ASD students based on their ability. In addition, as a part of DI, the presence of the paraprofessional, or teaching aids, helped ASD students finish their worksheets given by the English teachers. From the interviews, it was found that DI helped ASD students in accomplishing all in-class English assignments and it helped ASD students follow the language of instructions.

Moreover, as it is not an easy job to deal with different ability students, it is suggested that teachers could make various learning activities and some additional plans. Teachers were suggested to create simplified worksheets and instructions for ASD students. Therefore, this study tries to give a wider perception about the implementation of DI for ASD students, especially in English class.

Keywords: *students with autism, differentiated instructions, teaching English to the autistic students, paraprofessional.*

INTISARI

Sandra, L. A. (2020). *The Implementation of Differentiated Instructions in Teaching English to The Students with Autism in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta.

Murid berkebutuhan khusus, terutama dalam penelitian ini; autisme, merupakan masalah besar dalam bidang edukasi. Karena belum adanya aturan-aturan di bidang edukasi untuk murid-murid seperti ini, terdapat jarak antara guru dan murid. Penelitian ini bertujuan untuk menginvestigasi penggunaan *Differentiated Instructions (DI)* yang digunakan oleh guru untuk mengajar murid dengan autisme.

Karena hasil dari penelitian ini tidak bisa di generalisasi, maka digunakanlah metode kualitatif yaitu observasi dan *interview*. Ada 3 kelas yang di observasi (kelas 2, kelas 3, dan kelas 6) dan 2 guru Bahasa Inggris yang di *interview*. Selanjutnya, hasil dari observasi menunjukkan bahwa *assessments* yang berbeda di berikan ke murid autisme berdasarkan kemampuan mereka. Sebagai salah satu bagian dari *DI*, kehadiran *paraprofessional*, atau *teaching aids*, membantu murid autisme dalam menyelesaikan *worksheets* yang diberikan oleh guru Bahasa Inggris. Dari hasil *interview*, ditemukan bahwa *DI* membantu murid autisme dalam menyelesaikan tugas-tugas Bahasa Inggris mereka di dalam kelas, dan membantu mereka dalam mengikuti instruksi-instruksi yang diberikan.

Karena menangani murid-murid dengan kemampuan berbeda bukanlah hal yang mudah, guru-guru disarankan untuk bisa membuat aktivitas pembelajaran yang bervariasi, dan juga beberapa rencana tambahan. Guru-guru juga disarankan untuk bisa membuat *worksheets* dan instruksi-instruksi yang dipermudah. Oleh karena itu, penelitian ini berusaha memberikan persepsi yang lebih luas mengenai penggunaan *DI* untuk murid autisme, terutama dalam kelas Bahasa Inggris.

Kata Kunci: *murid dengan autisme, differentiated instructions, mengajar Bahasa Inggris ke murid autisme, paraprofessional.*

CHAPTER I

INTRODUCTION

This chapter consists of research background, research questions, research objectives, and research benefits.

1. Research Background

In education, students with special needs, sometimes, are the easiest target to be excluded. They are likely suggested to go to special school, where people think it is the best way to educate these children. Singal (2016) claimed that 57 million children in 2011 were out from school and most of them are the special needs children. On the other hand, all the students with special needs or regular students, they need education in order to experience positive, successful social interactions with students, teachers, and others (Simeonsson et al., 2001). It means whether they are children with special needs or regular children, they still need education in their life in order to have some beneficial life experiences in their life. In relation with this, Universal Declaration of Human Rights in Budiyanto et al. (2019) shared about their beliefs in “education for all” that means all children have the same and equal access to education, whether the children are the special needs or not. Thus, neither they are special needs students nor not, all students should have the same rights to study.

Since the students' needs and ability in the classroom are various, especially in inclusive schools (where regular students learn in the same class with special needs students), the teacher may implement Differentiated Instructions (henceforth DI) in teaching. Endal et al. (2013) define DI as “a process in teaching and learning for students of differing abilities in the same class.” (p. 3). This means DI that the teachers implemented in the classroom may help students burgeon their potential in the classroom based on their needs, ability, and learning style. Having DI in the classroom is not easy as it seems. Not only the teachers, but schools also participate in the success of DI. As Endal et al. (2013) stated,

“Differentiation implies that the purpose of schools should be to maximize the capabilities of all students.” (p. 3), schools also have a responsibility to help teachers in applying DI in the classroom. By implementing DI, it is hoped that the teachers will know the students’ characteristic and learning style, so that they can plan the teaching methodologies to all students.

Educating students with special needs, especially Autistic Spectrum Disorder (ASD) students, may challenge some teachers in the classroom activities. Some teachers who do not have basic skills for this kind of students may find it difficult to teach them. Baxter et al. (2015) and Roberts and Williams (2016) stated that “children who are given the diagnostic label of ASD will experience a severe impairment in their reciprocal social interactions” (p. 2) where this case somehow adds more challenges for the teachers. Moreover, Roberts and Williams (2016) stated that children with ASD may have problems in speech and language delay, learning difficulties, and hearing impairment. Moreover, Norwich (1994) in Morley et al. (2005) stated that “teacher’s attitudes towards the inclusion of children with SEN (Special Education Needs) can have a considerable impact on their educational experiences” (p. 4), that means by teaching the autistics, the teacher may have a new beneficial educational experience. Padmadewi and Artini (2017) claimed that in Indonesia, many schools and teachers have limited material development and teaching skills to cope with the autistic students. As this limitation occurs, the teacher may find it difficult to have some teaching strategies to deal with the autistic students. In conclusion, educating ASD students may be challenging but also beneficial to gain more knowledge about inclusive education.

There are many previous studies about the implementation of DI for ASD students (Aftab, 2015; Block & Zeman, 1996; Cha & Ahn, 2014; Endal et al., 2013; Morley et al., 2005; Robertson et al., 2003). Additionally, there are also some previous studies about the implementation of DI for ASD students in English class (Jahan et al., 2017; Padmadewi & Artini, 2017; Park & Thomas, 2012). In Jahan et al.'s (2017) study, he claimed that English teachers urgently need assistance in teaching special needs students. Park and Thomas (2012), from

their study found that in English class in Saudi Arabia, the English teachers barely consider learners' background is appropriate, varying materials for the special needs students was one of the biggest challenges for the English teachers, and the English teachers did not have enough training in DI. Furthermore, Padmadewi and Artini (2017) investigated the implementation of DI in English class through visual media as ASD students tended to be visual learners.

Related with the methods, some previous studies used qualitative, quantitative, and mixed methods. Qualitative methods can be found in Cha and Ahn (2014), Endal et al. (2013), Marlina and Efrina (2019) Morley et al. (2005) Padmadewi and Artini (2017) and Park and Thomas (2012). Further, quantitative methods can be found in Aftab (2015) and Jahan et al. (2017). Additionally, some other studies also used in Shareefa et al. (2019), Robertson et al. (2003) and Siam and Al-Natour (2016). This study preferred to use qualitative because it aimed to investigate the DI implementation through observations and interviews, and to investigate the teachers' views through interviews.

Additionally, some previous studies also investigated the implementation of DI in different level of participants. In preschoolers, there was Machû (2015). Cha and Ahn (2014), Padmadewi and Artini (2017) and Tomlinson (2000) investigated the implementation of DI in elementary schools. Additionally, in middle schools, there were Aftab (2015) and Block and Zeman (1996). There were also previous studies investigated in senior high schools (Endal et al., 2013) and university (Subekti, 2020). Further, Marlina and Efrina (2019) investigated the implementation of DI in senior high schools, junior high schools, and primary schools. According to Kapur (2018), students within elementary ages were in the process to grow up and became a part of nation. In other words, elementary schools could be one of the important steps in education. Therefore, elementary school students were chosen in this study.

Hence, it can be said that many previous studies investigated DI implementation. Yet, there were limited studies investigated DI implementation in English class. Therefore, this study was conducted to gain the English teachers'

knowledge in implementing DI as the previous studies claimed that many teachers had limited knowledge about it. Additionally, this study aimed to investigate the implementation of DI delivered by the English teachers and to investigate the English teachers' perspectives in implementing DI. Therefore, qualitative methods were used in this study. Further, ASD students within elementary ages were chosen as they learned the first step to grow up in elementary level.

2. Research Questions

This study has two main concerns that are related to the implementation of DI in teaching English to the students with ASD in the Indonesian context. Thus, this study addresses the following questions to be elaborated.

1. To what extent do teachers employ differentiated instructions in teaching students with autism in English class?
2. What are the teachers' views on the use of differentiated instructions in the English class?

3. Research Objectives

This research has two objectives based from the research questions presented above. The first goal is to investigate for the implementation of DI delivered by the teacher when they teach students with ASD, specifically in English class. Next goal, this research investigates for the teachers' view on the implementation of DI in English class towards ASD students.

4. Research Benefits

By conducting this study, it is hoped that it can be beneficial for pre-service and in-service English teachers, schools, and other researchers. Firstly, as Kristiana and Widayanti (2013) claimed that there are 88% of the teachers who do not have basic idea about autism and how to deal with these students, hopefully, the English teachers may learn how frequent their ASD students need differentiation. For the English pre-service teachers, this study may give them

information about how to implement DI for teaching ASD students in English class. Additionally, Sakya et al. (2017) stated that in Indonesia, there is no specific number of how many children are affected by autism. Therefore, the pre-service and in-service teachers, and schools, hopefully, can be more aware with their students, because the ASD students need special treatment in their study.

Further, by knowing how to implement DI for teaching ASD students in English class, schools can also develop their curriculum in such a way so that the ASD students can learn with their level of capability. For the other researchers, the same study can be conducted with different participants (can be junior high or senior high students), research method, and context. The number of the participants can also be reduced in order to get more depth results related to the DI implementation in teaching English to the students with ASD.

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CHAPTER V

CONCLUSION

This chapter consists of summary, implications and contributions, limitations, and further studies.

1. Summary

This study used qualitative methods by using observations and interviews to investigate DI implementation used for ASD students in English class and to investigate the teachers' views in implementing DI for ASD students in English class. The observations were done with 3 ASD students (grade 2, grade 3, and grade 6) and the interviews were done with 2 English teachers. For the first research questions to what extent teachers employ differentiated instructions in teaching students with autism in English class this study found that different assessments were given based on ASD students' ability and the home room teacher played a role as a paraprofessional to support the ASD students in finishing their worksheets in English class. Further, related to the second research questions that was the teachers' views on the use of differentiated instructions in the English class, this study found that DI helped ASD students in accomplishing all in-class English assignments and it helped ASD students follow the language of instructions in English class.

2. Implications and contributions

These findings have several implications and contributions for the in-service and pre-service English teachers. For the in-service English teachers, hopefully this study provides them more insights related with the implementation of DI in the instructional design. For instance, this study found that by differentiating the level of the worksheets, it helped ASD students understand the materials and finish it. Therefore, they were not left behind. Furthermore, for the in-service teachers, this study found that home room teachers could play a role as

paraprofessionals to assist the ASD students. Therefore, the findings give some insights about the homeroom teachers who act both as English teachers as well as paraprofessionals who assist ASD students.

In addition, for the pre-service English teachers, there are some implications that can be considered. Firstly, the pre-service teachers gain their insights in dealing with ASD students, as this study propose how DI helped ASD students in the class, for example by giving different level of worksheets. Secondly, the English pre-service teachers can reflect some phenomenon occurred in this study and evaluate what will be the best treatment for ASD students in inclusive education context. Lastly, the English pre-service teachers could consider DI as one of the methods that can be used to teach ASD students.

Further, this study provides some contributions for research in English language education, such as it added more literatures related to the implementation of DI in English class, as there are limited literatures in English Education field. Moreover, this study shows that DI can be implemented in English class to teach ASD students. It shows that DI is not limited to certain subjects, but it can be implemented in English class and also other subjects.

3. Limitations

Despite all the implications and contributions stated above, there were also some limitations in this study. First, some treatments that worked in this study, might not be used for other ASD students in different context, as they needed to be analyzed case by case. Additionally, even though DI that were used in this study seemed somehow successful, it might not be applicable for other contexts, for instance in Math or Sports class and in Junior High or Senior High. Moreover, the literature in this field were still limited, therefore, some previous studies used in this study were not fully from English field. Lastly, the researcher of this study was from English Education field, thus the results of this study related to the ASD students might slightly be compromised. For instance, every ASD student had

different characteristics. Yet, this study did not give detailed information about those characteristics of the ASD students participated in this study.

4. Further studies

There are some recommendations that can be conducted for further studies based on the results in this study. Firstly, the further studies are recommended to investigate more about the effectiveness of DI used in the classroom. Second, further studies might investigate other methods that can be used to teach ASD students, instead of DI. Additionally, further studies might elaborate more about the treatments that are suitable for the ASD students in English class, besides the presence of the paraprofessionals. Lastly, the further studies might investigate how English teachers design the teaching instructions in inclusive education context. The further studies might refer to Nordlund (2003) as the framework to design DI for the ASD students.

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