

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching kindergarten pupils is difficult for a teacher who has no experience or talent in teaching. Moreover, it may be more difficult if there is an autistic pupil in the class. "Autism is a developmental disability that affects the way a person communicates and interacts with other people" ("Autism" par. 1). It means the teacher might have difficulty either to teach or to communicate with an autistic pupil.

The reason I choose this topic to be analyzed in the term paper is that during my apprenticeship in BPPK School I taught children of different levels and found that the most difficult class to be taught was the class in the level A of kindergarten school. The problem was that one of the pupils was a boy with autism.

The school knew about the pupil's autism from his parents who informed about it formally. In addition, the parents of the autistic pupil have explained that before starting school their son had received therapy under the guidance of a psychiatrist.

Christ Williams and Barry Wright state that there are three main areas of difficulties of people with autism: difficulty with social communication, social interaction, and social imagination (18). It means that the autistic pupil may have difficulty to follow the activities in which the autistic pupil has to communicate with other pupils.

In this paper I would like to discuss how to handle the autistic pupil in the regular class, so that he will be able to follow the lesson and to be involved in the class activities.

B. Identification of the Problem

The problems that are discussed in this paper are:

- Why is it difficult to teach an autistic pupil?
- What are effective ways that can be applied to teach an autistic pupil in a regular class?

C. Objectives and Benefits of the Study

The main goal of the study is to find out some techniques to handle the autistic pupil in the regular class. Therefore, this paper can give motivation and some solutions for parents and teachers who have autistic children to help these children.

There are some benefits of the study for the readers or parents of the autistic child, the autistic pupil and the teachers at BPPK Kindergarten School, and for me as a writer. The readers and I will get a lot of

information about autism and the causes as well as the effects of it.

Besides, one will know some potential solutions to handle the problems.

The special benefits for me and the teachers at BPPK are getting some ideas and techniques that can be applied to handle the autistic pupil in a regular class. The benefits for the autistic pupil are to be able to understand the given material and follow the class activities like other pupils.

D. Description of the Institution

BPPK stands for *Badan Perguruan dan Pendidikan Kristen*. This school was established on July 01, 1950 at Jl. Pajajaran No. 83 Bandung, with thirty students and three teachers. In 1958, it moved to Jl. Pasirkaliki no.93 Bandung. Then, in 1962, it got a subsidy from the government. In 1999 the location was moved to Jl. Padjajaran no.91 Bandung, where it operates until now.

Educational activities at BPPK were applied in a friendly atmosphere by motivating the students to trust in God, to have achievements and to be disciplined as well as creative.

The vision of BPPK-Schools is becoming the ones which emphasize a good quality of educational process, open for all society levels, intimate with the culture of West Java and based on the example of Christ.

The mission of BPPK-Schools is to be preeminent in academic and non academic achievements based on Christian values.

E. Method of the Study

The first method of the study is some observations that I have done during my apprenticeship in BPPK Kindergarten School from January 15, 2009 until February 13, 2009. In addition, to support my paper I collected data from my apprenticeship journal, which contained all the events that happened in the class. Besides this, some supporting information was taken from books and the Internet.

F. Limitation of the Study

The limitation of the study deals with the problems of the difficulty to handle the autistic pupil in the regular class. The data that I got was limited in time, place and topic. The time that I had to observe is 21 days, for two hours each day. The place was a class of level A Kindergarten School of BPPK. Moreover, this paper covered several aspects related to the topic, namely, the causes of autism, the autistic pupil in a regular class, the parents, teachers and class situation.

G. Organization of the Term Paper

This term paper starts with the Abstract, a concise summary of the entire paper in *Bahasa Indonesia*. The Abstract is followed by Declaration of Originality, Acknowledgments and Table of Contents.

The paper is divided into four chapters. The first chapter is Introduction, which has seven parts: Background of Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method

of the Study, Limitation of the Study and Organization of the Term Paper. The second chapter is Problem Analysis, which contains a discussion on causes and effects. The third chapter is Potential Solutions, that includes the description of potential solutions and potential positive and negative effects. The fourth chapter is Conclusion, that contains the statement of my chosen solution. In the last part, I present the Bibliography and Appendix.