



Teaching Vocabulary to a Student with High Functioning Autism in an Inclusive School

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ABSTRACT

The goal of this study is to find out how a student with high-functioning autism (student A) at one of Surakarta's inclusive elementary schools is taught vocabulary. Case study was the method used for the study. The results of the research showed how vocabulary was taught to student A in the first grade at one of Surakarta's inclusive elementary schools, as well as the things that helped the student understand what was being taught. To sum up, English teachers who work with autistic students should: (1) use more pictures because they help autistic students learn what words mean; (2) use read-aloud events because they can help autistic students improve their pronunciation; (3) use a white board to help autistic students learn how to spell words; and (4) give more examples of how words are used in sentences to help autistic students learn how to use words.

Keywords: vocabulary; a student with high-functioning autism; inclusive school

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INTRODUCTION

When teachers teach a foreign language, they are naturally interested in their students' improvement. Because one of the key elements in learning a foreign language is mastering vocabulary, no wonder if vocabulary attracts a special attention, then (Schmitt & Richard, 2000). To reinforce this concern, some experts declare the importance of vocabulary in learning a foreign language as follows. To begin with, vocabulary learning is crucial to language acquisition, whether the language is first, second, or foreign (Celce-Murcia, 2001). It is because the majority of learning a new language is composed of learning new words (Vermeer in Schmitt & McCarty, 1997).

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The second importance of vocabulary learning is stated by River (in Nunan, 1998). He argues that the acquisition of an adequate of vocabulary is needed for success of second language use. It is because an extensive vocabulary will enable us to use the structures and functions, we may have learned for comprehensible communication. Based on the significance of vocabulary in learning a foreign language explained above, teachers must have obvious strategies to teach vocabulary effectively.

It is definitely a matter of fact that not all beginners who are learning vocabulary in a foreign language are without disabilities. Many of them have ill fortune either physically or mentally. Most children or beginners with physical disabilities are still able to join the class to learn vocabulary by some medical tools to support them. However, a different case comes up when beginners with cognitive disabilities join the class to learn vocabulary. For this case, the teacher must treat children with disabilities properly based on their needs. Here, the teacher must apply effective strategies in teaching vocabulary for them. Appropriate teaching strategy here must fit the kind of cognitive impairment that the students face especially autism.

All people with autism experience language and communication difficulties, although there are differences among them (Garside et al, 2000). It is also reinforced by *American Psychiatric Association* (in Tager-Flusberg, 2004) that impairments in language are among the features of autism. In relation to teaching vocabulary as the prerequisite in learning a new language to the autistic students, several studies were conducted such as the study of using humanistic teaching practices namely, showing high expectation of the student's ability, giving extra attention, inviting participation, and acknowledging students' effort done by Yahya et al (2013). Additionally, they took in the benefit of applying L1, prompting with examples, and promoting word development through immediate error correction.

The second study related to vocabulary teaching to students with autism was accomplished by McMahon et al (2016). He examined the use of an emerging technology called augmented reality to teach science vocabulary words to college students with intellectual disability and autism spectrum disorders. Another study of vocabulary teaching to students with autism was achieved by Asik and Humaerah, (2016). It was intended to

investigate the effectiveness of using word wall picture in Teaching Students' Vocabulary at *Sekolah Luar Biasa Negeri Pembina Provinsi Sulawesi Selatan SENTRA PK-PLK*. In addition, this study is considered as the most related one . Based on this fact, teaching vocabulary to students with autism particularly attracts a great attention since it gives the special challenge to teachers to apply appropriate teaching strategies to reach the target. Nowadays, students with autism should not be assigned at SLB (Sekolah Luar Biasa). According to Tarsidi (2011), sending children to SLB or special school must be an exception which is only recommended for the particular cases in which there are obvious evidences showing that the regular class cannot support the educational need for those who are disabled. In other words, children with autism must be allowed to have regular class and socialize with the regular ones because they also deserve to get good education. Dealing with this issue, one of inclusive schools in Surakarta known as the best national inclusive school at inclusive award 2012 (Dimas Prasetya, 2013) has been showing its existence and success in teaching vocabulary as part of English class to children with autism. Based on this marvel, this research was conducted to dig up what kind of teaching strategies applied to teach vocabulary to this student with high-functioning autism.

The Objectives of Inclusive School

The purpose of schooling in inclusive learning communities is to support all students to vigorously participate in their communities so that others can care enough about what happens to them to find a way to embrace them as part of that community (Ferguson et al in Shea & Bauer, 1997). In Indonesia, the goals of inclusive education are to: (1) give all students, including those with special needs, a good chance to get a good education that meets their needs; (2) speed up the mandatory basic education program; (3) improve the quality of basic and secondary education; and (4) make an educational system that respects differences, doesn't discriminate, and creates a good environment for teaching and learning (Direktorat Pembinaan Sekolah Luar Biasa, 2007).

Finally, in accordance with the focus of this study, i.e., teaching vocabulary for a student with autism in an inclusive school, she can get the benefit from the regular education experience provided by her peers to contribute enthusiastically in her communities and have opportunities for communication and social interaction among

others as declared by Bernstein and Tiegerman-Farber (1997). Also, autistic traits like trouble communicating, having trouble getting along with others, and acting in strange ways should be lessened in an inclusive environment where students with autism take part in classes with students from different backgrounds.

Teaching Vocabulary to Students with Autism

In most cases, the autistic disorder is not positively diagnosed until children's failure in developing normal language skill turns up apparently (Bee & Boyd, 2007). Relying on this principle, communication and language difficulties are the most obvious characteristic of autism. The autistic individuals face phonological communication and language difficulties related to: (1) unusual tone, pitch, rate, and rhythm (Halgin & Whitbourne, 2007); (2) lack of stress (Carroll, 1985); and (3) abnormal intonation of their speech (Bee & Boyd, 2007). Seen from these phonological communication and language difficulties of the autistic individuals, pronunciation as one of indicators of vocabulary must be taught through appropriate strategies. Based on some strategies proposed by experts, using "instructional" read-aloud events (Pikulski & Templeton, 2004), getting the students to repeat how to say the word and telling them where the stress falls on the word are two ways to teach pronunciation (Nation, 2008) that must be emphasized to students with autism.

Besides phonological communication and language difficulties, the autistic individuals also face semantic difficulties in the case of less ability to find meaning of individual words (Carroll, 1985). This case deals with one of vocabulary indicators, namely meaning. Among strategies recommended by the experts previously, utilizing realia by Harmer (1991), pictures by Harmer (1991) and Nation (2008), or mime, action, and gesture by Harmer (1991) must be reinforced to teach meaning of words to students with autism. Among these strategies, pictures are considered as the most effective strategy to foster vocabulary learning of the autistic students.

Furthermore, Garside & et al (2000) strengthen that people with autism often have complexity in comprehending verbal information, going along verbal instructions, and remembering a cycle of instructions. This case challenges English teachers when they teach spelling and words use to students with autism. To deal with this point, writing the words on the board and then pointing out their spelling (Nation, 2008) and discovery

technique (Harmer, 1991) by simple form of words matching, for example, encouraging students to use their bilingual dictionaries or glossary to ensure the words spelling can be applied to teach spelling to students with autism. Meanwhile, practice activity (Harmer, 1991) that can be done by writing the word 'bring, take, and put' in sentences on the white board and then ask the students to use them in action by creating an exciting activity in the classroom, must be emphasized to teach words use to students with autism.

Special guidance teacher's role

As stated by *Direktorat Pembinaan Sekolah Luar Biasa* (2007) about educators one of whom is special guidance teacher for disabled students, special and guidance teachers in an inclusive schools have five main jobs to do for disabled students. They are: (1) arranger for instruments of educational assessment with classroom and subject teachers; (2) establisher of cooperation among teachers, school's committees, and students' parents; (3) supervisor for students with special needs in the process of teaching and learning; (4) provider for special guidance or remedial teaching for students with special needs who face difficulties in the process of teaching and learning; and (5) co-operator for classroom and subject teachers in order to encourage them to give the best services to students with special needs. Each special guidance teacher of disabled students is supposed to accomplish these roles to reach the goal of inclusive education.

Teaching media

According to Edy Tri S. et al. (2011), media can be classified into four categories based on its characteristics. They are: (1) visual media comprising picture, vignette, diagram, chart, graph, cartoon, poster, map, and globe; (2) audio media including radio, tape recorder, and television; (3) still projected media involving overhead projector (OHP), video, and MS power point; and (4) moveable media encompassing game, simulation, and demonstration. Among these kinds of teaching media, pictures are used the most. It is for a reason that pictures are concrete, cheap, easy to understand, can solve space, time, and senses limitation, and make an issue clearer (Sadiman et al., 2007).

In English teaching and learning in the classroom, media contributes benefits as follows: (1) helping teachers to motivate students, bringing a slice of real life into the

classroom by presenting language in its more complete communication context; (2) providing a density of information and richness of cultural input in the classroom; (3) helping students process information and free the teacher from excessive explanation; and (5) providing contextualization and a solid point of departure for classroom activities (Celce-Murcia, 2001).

Another belief of the uses of media in the process of teaching and learning is stated by Arief et al., (2007). They emphasize that media can: (1) clarify message to reduce verbal explanation; (2) solve limitation of space, time, and senses; (3) attract students' interest in learning so that they will be more active; and (4) create the same perception between the teacher and students because of their different educational background. Based on these guidelines, the teachers can utilize a kind of media or even more in English teaching and learning in the classroom effectively.

METHOD

Since the main goal of this research is to find out how to teach a student with autism vocabulary in an inclusive school, qualitative research is appropriate to use. Furthermore, this research is regarded as a case study because its goal is to identify and describe the issue. This idea is also reinforced by Given (2008) who states that a case study is a research approach in which one or a few instances of a phenomenon are analysed in depth.

Subject

This research was conducted in one of inclusive elementary schools in Surakarta. It was known as the best national inclusive school at inclusive award in 2012 (Dimas Prasetya, 2013). It is nominated as the best national inclusive school because all the students with disabilities covering hearing disturbances, motoric disabilities, mental retardation, slow learners, learning disabilities, and autism can get good services. Among these disabled students, there was a student with high-functioning autism of the first grade who learns English together with her peers at inclusive environment.

It is a great phenomenon to find a female autistic student because most of autistic students are males. Besides, this female autistic student's development in learning vocabulary has showed a very good progress as reported by her English teacher. It proves that actually a student with autism is also able to develop their language progress as one of the characteristics of autism. Based on this fact, the English teacher where the student with high-functioning autism joined the class was chosen as the subject of this research. She is the key person who taught vocabulary as part of English class to this autistic student and also her peers. Given (2008) emphasizes it as purposive sampling in which the particular participant is chosen because she signifies the research design and the limitation of the research.

Instruments

The key instrument of this case study research is the researcher herself. In addition, she employed observation and interview to obtain the credible data. During the observation, the researcher was as an onlooker in the classroom by sitting behind the students and took notes for the teacher's strategies in the process of teaching vocabulary to the student with high-functioning autism and also her peers. For the interview, two qualified informants took part in this research by answering many questions addressed to them. They are the English teacher and the special guidance teacher of the student with high-functioning autism.

Data Analysis

Ritchie and Lewis (2003) say that there isn't a clear rule or set way to look at qualitative data. Because of this, the data analysis used in this research is the one proposed by Miles and Huberman (in Sugiyono, 2013), which is thought to be the best fit for this research's topic. They say that when a researcher looks at the data, he or she does three things. They are reducing the amount of data, showing the data, and drawing or verifying a conclusion. In order to reduce the amount of data, the researcher made a summary, chose the most important points, focused on them, and tried to find a theme among them. During this step, the data that had been cut down gave a clearer picture of what was going on and made the next step of collecting data easier.

After the data had been greatly reduce, it was time to show it. The most common way to show the data is through descriptive text, which allows the researcher to find an analysis unit among the many possible units so that the case study can show its main point (VanWynsberghe & Khan, 2007). According to Merriam & Associates (2008), data in the form of quotes from field notes and interview are always included to reinforce findings of the research. By displaying the data, it was easier for the researcher to understand what was happening based on what had been understood. Drawing a conclusion was the last step of analysing qualitative data. At this stage, the conclusion which was drawn earlier became credible data because they were supported by the consistent evidences when the researcher was at field. In other words, the conclusion of this case study research could answer the problem statements.

FINDING

Vocabulary teaching process to a student with high-functioning autism at an inclusive school

To assist a student with high-functioning autism, named Student A, learn vocabulary in an inclusive elementary school in Surakarta, the English teacher's strategies are explored in this research. To begin with, Mrs. I as the English teacher where the student A joined the class is the key factor in the process of teaching vocabulary. Teaching a student with autism vocabulary in an inclusive school is different from teaching a student with autism vocabulary at a special school. Students with other special needs and regular students who join the same class need to be thought about in a lot of different ways. Based on this, Mrs. I used her own methods to teach vocabulary to the student A. She focused on three things: the meaning, how to say it, and how to spell it.

To begin with, Mrs. I used the similar strategy usually applied for students in the first grade to teach meaning to the student A. That similar strategy consists of two steps as explained in the interview along these lines.

First, I show them pictures. Through this strategy, they usually can catch the meaning. Second, if they still do not know the meaning, I use gestures for a particular topic namely part of the body

to teach meaning of words to my students. For an alternative way, I employ translation to reinforce the meaning of words (Interview 8/19).

Additionally, Mrs. I conveyed more information dealing with teaching meaning to the student A as follows.

Basically, I treat her same as her peers. However, I usually provide more pictures for her if the time allocation is still available because she seems more eager to learn vocabulary through pictures (Interview 8/20).

Providing more pictures here was done by presenting new words related to the topic. The topic was about fruit, for instance, Mrs. I displayed additional pictures of new words related to the topic after she had finished the words on target that must be taught for a particular meeting (appendix 4).

The second indicator of vocabulary that Mrs. I taught to the student A is pronunciation. For this point, she emphasized the student A's pronunciation by asking her to pronounce the words by herself. However, Mrs. I basically used the similar strategy that she applied to her students in general. The following is the steps accomplished by Mrs. I to teach pronunciation to her students in general.

First, I let them listen to native's voice recording. Second, I repeat it twice.

Third, I ask my students to say the words together twice" (Interview 8/15).

The strategy applied by Mrs. I to strengthen the student A's pronunciation was explained in the in the interview along these lines.

Principally, I treat her same as her peers. However, I usually ask her to pronounce the words by herself to check whether her pronunciation is right or not. It is because as the student with autism, she faces phonological difficulties in the form of unusual tone and inappropriate stress (Interview 8/16).

The third indicator of vocabulary that Mrs. I taught to the student A is spelling. In teaching spelling to her, Mrs. I applied the same strategy used to teach students in the first grade in general as described in the following.

I write the words on the white board. Then, point out the letter one by one and ask my students to spell them in Indonesian because I think that it will confuse them if I ask them to spell in

English. Finally, I ask them to write the words down on their book. While waiting for the students in writing the words, I usually go around the class to check their spelling (Interview 8/17).

Seen from this statement, it can be identified that Mrs. I used Indonesian to spell the words. It was for the reason that the students in the first grade could get confused in using English to spell the words. Besides, spelling words in Indonesian made them easier to remember. Based on this concern, Mrs. I utilized this strategy to teach spelling to the student A as well. However, her spelling was still the first priority to check first among her peers as explained in the interview as follows.

Mainly, I treat her same as her peers. However, checking the student A's spelling is still my main priority when I go around the class to check my students' spelling (Interview 8/18).

Another indicator of vocabulary is words use to make sentences. For this point, Mrs. I principally did not teach it yet. She argued that students in the first grade are not able to use words to make sentences. According to her, it is a satisfying achievement if the students in the first grade can reach three indicators of vocabulary; meaning, pronunciation, and spelling. In the following, the explanation of this issue was conveyed by Mrs. I.

Frankly speaking, I do not really concern it because they are still in the first grade. As a result, I usually just introduce them some examples of a written complete sentence by using those words at glance (Interview 8/21).

Relying on this statement, Mrs. I did not encourage her students to use words in sentences for the reason as explained before. It also happened to the student A. Dealing with words use as one of indicators of vocabulary, Mrs. I did not employ a particular strategy to teach it to the student A as reinforced in the interview as follows.

Principally, I treat her same as her peers (Interview 8/22).

To put it briefly, Mrs. I just applied some strategies to deal with indicators of vocabulary to the student A. It is not only because of the inclusive setting but also her autistic student is categorized as with high-functioning autism. Based on the information conveyed by Mrs. R as the psychologist at *Al-Firdaus* elementary school of Surakarta, the autistic student of 1B

is categorized as high-functioning autism because of some points shown by her along these lines.

The important information that I must convey to you is that the autistic student of 1B is categorized into high-functioning autism or mild autism as I have told before. It is because her cognitive impairment is minimal, her verbal ability has been developing, and her social interaction shows good progress although for certain events she still needs guidance (Interview 1/4).

Supporting components for the implementation of teaching vocabulary to a student with high-functioning autism at an inclusive school

A special guidance teacher and teaching media support the implementation of vocabulary instruction for a student with high-functioning autism, student A, in an inclusive primary school in Surakarta. A special guidance teacher at inclusive schools is one of prerequisites that must be fulfilled to achieve educational goals of inclusive education as stated by *Direktorat Pembinaan Sekolah Luar Biasa* (2007). Principally, a student with special needs can have a special guidance teacher if her condition requires particular treatments. In this study, the student A is overseen by a special guidance teacher since her autistic characteristics must be managed in order for her to attend an inclusive school. These autistic characteristics are observed by those who know her well involving psychologist, classroom teachers, English teacher, and also her special guidance teacher as follows:

She is lack of concentration. She is lack of flexibility in understanding new rules. Her eyes contact still needs to be trained. In addition, her speech is usually irrelevant with the topic (Interview 1/3).

She likes to cry and to be angry when she faces difficult times. For this social interaction problem, she is not able to think yet how to behave appropriately like the regular students. Dealing with the academic point, she is not able to answer long questions both written and oral questions. She is just able to answers or responds simple questions proposed to her (Interview 1/5).

As I have told you before that an autistic student face difficulties to have social interaction with peers because they only focus their own world. This case happens to my students including the student A (Interview 3/6).

First of all, she gets angry easily. Second, she is lack of concentration. Third, she lacks having social interaction with her peers because her verbal communication still needs to be trained (Interview 4/6).

She is lack of eye contact and reluctant to have social relationship with her peers. Besides, she behaves inappropriately at her age such as crying and getting angry without certain reasons. Furthermore, her communicative

ability still needs much attention especially her expressive language and her echolalia as common characteristic of autism (Interview 5/7).

First, she often repeats words or phrases (echolalia). Second, she still needs to be reminded to focus on the lesson because of unstable emotion. Third, she has no eye contact (Interview 8/6).

These evidences demonstrate that student A qualifies for a special guidance teacher to assist her in the classroom teaching and learning process. *Direktorat Pembinaan Sekolah Luar Biasa* (2007) describes five major roles of special and guidance teacher for disabled students including autism at inclusive schools as follows: (1) arranger for instruments of educational assessment with classroom and subject teachers; (2) establisher of cooperation among teachers, school's committees, and students' parents; (3) supervisor for students with special needs in the process of teaching and learning; (4) provider for special guidance or remedial teaching for students with special needs who face difficulties in the process of teaching and learning; and (5) co-operator for classroom and subject teachers in order to encourage them to give the best services to students with special needs. Dealing with the student A's particular case as the autistic student, her special guidance teacher's roles can be described in the following table.

Table 1 The roles of the student A's special guidance teacher at one of inclusive elementary schools in Surakarta according to *Direktorat Pembinaan Sekolah Luar Biasa* (2007)

Interview result	Roles of the autistic student's special guidance teacher				
	1	2	3	4	5
<i>First of all, she accompanies and supervises her in the process of</i>		✓	✓	✓	✓

teaching and learning in my class. She often sits beside her autistic student, but sometimes she controls her by sitting behind the class. Second, she usually provides remedial teaching when the student A needs it for certain subjects. Third, she also reports the student A's academic progress for other subjects one of which is English. It encourages me as the student A's classroom teacher to cooperate with the student A's subject teachers and also with the student A's parents (Interview 3/10).

Her roles are very important in the process of teaching and learning in my class dealing with handling the autistic student's problems. She controls and also supervises her autistic during the process of teaching and learning in my class. In addition, she is also responsible for her autistic student's difficulties in the process of teaching and learning in my class. One of the consequences is providing remedial teaching. Besides, she also reports the student A's academic progress of certain subjects done outside the classroom of 1B such as English, sport, IT, and so forth. Definitely, this is the way to have cooperation with the student A's subject teachers and also with the student A's parents (Interview 4/10).

✓ ✓ ✓ ✓

She motivates the student A much and handles everything related to her problems as a student with autism in the process of English teaching and learning. In the process of teaching and learning vocabulary as part of English class, she repeats my instruction, supervises the student A in doing exercises, and provides remedial teaching for the student A of certain topics that she does not understand yet (Interview 8/35).

✓ ✓

In this table, the roles of the student A's special guidance teacher are described not only in the process of teaching and learning English but also regular subjects taught by her classroom teachers to show her roles entirely. Here, the student A's special guidance teacher did not arrange instruments of educational assessment as one of her roles as stated by *Direktorat Pembinaan Sekolah Luar Biasa* (2007) because they were done by classroom and subject teachers themselves. Based on the observation, it happened because the autistic case of the student A is not severe. Therefore, instruments of educational assessment for the student A could be handled by her classroom and subject teachers.

The second supporting component for the implementation of teaching vocabulary to the student A at one of inclusive elementary schools in Surakarta is teaching media. The process of English teaching and learning for all grades is accomplished at English laboratory on the third floor. Definitely, the process of teaching and learning vocabulary for the first grade where the student A joined the class is also done at this laboratory. Based on the observations (appendix 4), Mrs. I as the English teacher also utilized teaching media such as pictures and song games to teach vocabulary to her autistic student and also the others. Besides, she also used equipment such a microphone, speakers, LCD projector, and projector screen to present those media. This fact is also reinforced by her statement stated in the interview as follows.

"They are song games and pictures. Besides, I also utilize LCD projector, projector screen, speakers, and a microphone to support them" (Interview8/35).

Based on the observation, these media can enliven the process of teaching vocabulary to the student A and the others. It can be seen through their enthusiasm during the process of teaching vocabulary especially the student A who seemed eager to participate in the classroom activities.

DISCUSSION

Mrs. I as the English teacher where the student A joined the class applied particular strategies in teaching vocabulary to her. In the data findings, it has been explained that Mrs. I used pictures as the first priority to teach meaning of words as one of indicators of vocabulary to the student A. Based on the observation, the colorful pictures related to the topic of the day were presented through LCD projector and displayed on the projector screen. Then, they were spoken by a microphone and sounded through speakers at English

laboratory because the English class is always accomplished at this room. It could encourage the student A to identify the meaning of words from the pictures being shown (appendix 4).

This appropriate strategy done by Mrs. I in teaching meaning of words to the student A is reinforced by Garside & et al. (2000) who state that some autistic students have greater aptitude in the areas of rote memory and visual-spatial activities than in other areas. Accordingly, Grandin (in Garside et al., 2000) underlines that a certain individual with autism can acquire and remember information presented visually more easily. Besides pictures, Mrs. I also employed gestures for a particular topic namely part of the body to teach meaning of words to the student A. Based on the observation, Mrs. I stood up in front of the class and touched parts of her body while mentioning them in English to teach meaning of words to the student A and also her peers (appendix 4).

This kind of strategy also worked well to teach meaning of words to the student A because she could directly visualize parts of the body through Mrs. I's instruction. Briefly, using gesture to teach meaning of words to the autistic student can be applied as the alternative to pictures as stated by (Harmer, 1991). The third strategy utilized by Mrs. I to teach pronunciation to the student A as the second indicator of vocabulary was through repetition of the words and read-aloud instruction. In the findings, it has been explained that the student A faces phonological difficulties in the form of unusual tone and inappropriate stress.

To deal with this fact, Mrs. I let her and her peers listen to native's voice recording firstly. Second, she repeated it twice. Third, she asked all the students including the student A to say the words together twice based on what she had pronounced as it has been described on the data findings. Afterwards, Mrs. I employed read-aloud instruction by asking the student A to pronounce the words loudly by herself to check whether her pronunciation is right or not. In summary, Mrs. I's strategies in teaching pronunciation to the student A can be considered as the appropriate one as stated by Pikulski and Templeton (2004) who emphasizes "instructional" read-aloud events to teach pronunciation and Nation (2008) who argues that getting the learners to repeat the pronunciation of the words is effective to teach pronunciation.

The fourth strategy used by Mrs. I to teach spelling to the student A as the third indicator of vocabulary was by utilizing a white board. In the findings, it has been explained that Mrs. I wrote the words on the white board. Then, she pointed out the letter of the

words one by one and asked all the students including the autistic one to spell them in Indonesian. She argued that if she asked her students including the autistic one to spell the words in English, they could get confused. In addition, she emphasized that spelling words in Indonesian made all the students including the autistic one easier to remember.

Based on the observation, Mrs. I's strategy in teach spelling to the student A by using the white board worked well because she could focus her attention on the words written on it. Considering this fact, Mrs. I's strategy by utilizing the white board to teach spelling to the autistic student can be classified as the effective way as affirmed by Nation (2008) who explains that writing the words on the board and then pointing out their spelling are helpful to teach spelling as one of indicators of vocabulary.

Another indicator of vocabulary is word use. In the findings, it has been described that Mrs. I did not apply a particular strategy for this point because principally she did not teach it yet. As a result, she just introduced the students including the student A some examples of a written complete sentence by using the words of the topic. She argued that students in the first grade do not need it yet. According to her, it was a satisfying achievement if the students in the first grade could reach three indicators of vocabulary: meaning, pronunciation, and spelling.

With regard to some strategies used by Mrs. I in teaching vocabulary to the student A explained above, it can be drawn a conclusion that teaching meaning, pronunciation, and spelling as indicators of vocabulary could be achieved well because Mrs. I as the English teacher applied the appropriate strategies as described previously. Besides, she also utilized media and equipment to support her vocabulary teaching to the student A and her peers and help all students process information as reinforced by Celce-Murcia (2001). In addition, what had been done by Mrs. I here fulfilled the requirement of learning strategies that must be implemented at inclusive schools, i.e., creating active and flexible learning atmosphere in the classroom (Praptiningrum, 2010) in this case is based on the student A's needs.

Another important factor supporting the success of teaching vocabulary to the student A at one of inclusive elementary schools in Surakarta is a special guidance teacher. Previously, it has been stated that a special guidance teacher at inclusive schools is one of prerequisites that must be fulfilled to achieve educational goals of inclusive education as stated by *Direktorat Pembinaan Sekolah Luar Biasa* (2007) and also in *Permendiknas 70/2009*

Pasal 10 Ayat 1. Principally, students with special needs can have a special guidance teacher if their condition requires particular treatments.

Theoretically, no two individuals with autism are the same. The results of this study indicate that student A is eligible for a special guidance teacher due to her autistic characteristics, which include deficits in: (1) both non-verbal and verbal communication in the cases of echolalia, lack of eye contact and focused attention, inappropriate facial expression, unusual tone, and lack of stress, as well as initiating or maintaining a topic of conversation with her peers; (2) social interaction in the cases of her reluctance to social relationships; and (3) social interaction in the cases of crying and getting angry without certain reasons and preoccupation with one specific object in the classroom need to be handled to support her to join the inclusive school.

Additionally, the findings also reveal that the special guidance teacher helped the student A in the process of teaching and learning vocabulary in the case of: (1) handling everything related to her problems as a student with high-functioning autism in the process of vocabulary teaching and learning; (2) repeating the English teacher's instruction; (3) supervising the student A in doing exercises; and (4) providing remedial teaching for the student A of certain topics that she does not understand yet. The student A's special guidance jobs refer to her roles as supervisor for students with special needs in the process of teaching and learning and provider for special guidance or remedial teaching for students with special needs who face difficulties in the process of teaching and learning as stated by *Direktorat Pembinaan Sekolah Luar Biasa* (2007). To sum up, the existence of the student A's special guidance is one of the key factors that cannot be left in the process of teaching vocabulary.

Concerning researchers' great interest in conducting vocabulary teaching investigation to students with autism one of which was done by Asik and Humaerah (2016) regarded as the most related to this research, there are two significant points demand to discuss. First deals with the role of pictures, it can be word wall picture, in teaching vocabulary to students with autism. Both the finding of Asik and Humaerah (2016) and this research prove that pictures can succeed autistic students in learning vocabulary. The difference is that the research completed by Asik and Humaerah (2016) examined the benefit of picture in teaching vocabulary in general, but this research explored the teacher's strategies in teaching vocabulary to a student with autism covering all indicators of vocabulary; meaning, pronunciation, spelling, and word use. Picture here was perfectly

focused to teach meaning. Second, the research by Asik and Humaerah (2016) was done at *Sekolah Luar Biasa*, but this one was not. This research was carried out at an inclusive school having more challenges for the teacher because heterogeneous students including those without disabilities join together.

Above all, the specific characteristic of this case study research that makes it different from descriptive qualitative lies on its detailed explanation of the issue about the implementation of teaching vocabulary to a student with high-functioning autism at inclusive school. In addition, the result of this research can be applied for other cases if they have the similar context. According to Mudjia Rahardjo (2010) this is known as *transferability* of case study research. This is also strengthened by Sugiyono (2013) who emphasizes that the result of case study research can be applied in other places having similar context.

CONCLUSION

There are three components in the process of teaching vocabulary to the student with high-functioning autism at one of inclusive elementary schools in Surakarta covering: (1) particular English teacher's strategies such as using pictures to teach meaning of words, read-aloud event to teach pronunciation, utilizing white board to teach spelling; and (2) the supporting components for the implementation of vocabulary teaching to the student with high-functioning autism involving a special guidance teacher and teaching media. The roles of the special guidance teacher in the process of teaching vocabulary are handling the autistic student's problems, repeating the English teacher's instruction, supervising the autistic student in doing exercises, and providing remedial teaching certain topics that the autistic student does not understand yet. Meanwhile, the teaching media used by the English teacher to support teaching vocabulary to her autistic student and her peers are pictures and song games. Besides, she also employs equipment such a microphone, speakers, LCD projector, and projector screen to present those media.

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