

## **A B S T R A C T**

**GANINDA, NURHAYATI. 2013. THE USE OF TOTAL PHYSICAL REPOSE IN TEACHING ENGLISH FOR MENTALLY RETARDED STUDENTS IN SLB KARYA ASIH MARGOREJO, SURABAYA. A THESIS. ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH STATE INSTITUTE OF ISLAMIC STUDIES SUNAN AMPEL SURABAYA.**

For decades, experts have been debating about the English language teaching methods and this debate had produced a wide variety of learning methods to help students in second language acquisition . Even some of these methods can also be applied to children with special needs, which later on we call them as mentally retarded students. Mentally retarded it self is a label given to anyone who has been assessed to have an IQ score of 70 or less on a psychological test of intelligence. But still those people have the same right to get the equal education which are supported by the government.

The teachers of SLB need to develop the students` sensory, perceptual function, intellectual function, emotional function, and social function. The suitable activity for them is movement motivation, environment attraction, place, time, and emotional approach. The teaching methods used should be suitable with the needs of these children mentioned in the previous paragraph. Total Physical Response or TPR Approach which is developed by Dr. James J Asher in 1960 will help students learn in a fun and relax way without sacrificing their primary needs, and surely it will be easier for them to absorb new knowledge and remember it longer.

Based on the issues above, the writer tends to do her research in SLB KaryaAsihMargorejo, Surabaya. The subject will be junior high school students in level Debil (mild mental retardation) with IQ range 70-55. Physically, these children are almost the same as other normal children even though their movement is a little bit slower than normal children.

The purposes of this research are analyzing the implementation of Total Physical Response Method in teaching English to mentally retarded students of SLB KaryaAsihMargorejo, Surabaya and examining the students` English learning achievement after teaching-learning process using Total Physical Response Method.

The analysis showed that the students`s average score increasing day by day and finally reached the targetted score. It can be concluded that Total Physical Response Method successfully implemented in the class, and suitable for these students.

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The Writer