

CHAPTER I

Introduction

This chapter discusses the background of the study, problems of the study, objectives of the study, significant of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

Language is one of the most important communication tools. Either in writing or speech, language remains as major role in conveying the messages. Key to our life in this world is language, without language we would not be able to convey something properly¹. Even though we master body language, we will surely face difficulties because people not always understand the body language. Through language, people can respect us. On the contrary, we may be underestimated even insulted because of the language we used.

Beside our own language, learning foreign languages will also be useful, especially English as an international language. However, each person has their own view about whether it is important to learn English or not². Some of the classic reasons that prevent people from learning English are being too busy,

¹ Pinker, Steven. *The Language Instinct*. USA: William Morrow and Company. 2000. P 74

² Ibid. p 76

English is hard to understand, or having belief that there is no point in learning English.

English as the international language is used for business, sports, academic, and science, technology, advertising and diplomatic.³ We do not need to use the English language translator if we mastered this language. Many foreign-language books are translated into English only. If you can read English, you will have a large choice of books to read. The researchers and scientists around the world communicate with each other in English. Scientific conference held in English and the research results are also published in English. There is thousands of learning programs, employment opportunity and volunteer program around the world, but almost all of them are offered to those who speak English. A lot of opportunity can be achieved when we are proficient in English.

The world today is becoming more interconnected community. The development of culture, science and technology bring impact to the growth and development of language as a means of communication.⁴ Without the language, science and technology will not grow and develop. Hence, there is a growing need for people to communicate with people in completely different parts of the world. The important tool needed for this communication is the knowledge of English languages.

³ <http://lembagabahasa.com/bahasa-inggris/pentingnya-belajar-bahasa-inggris>

⁴ Brune, Michael. *Total Physical Response Storytelling: An Analysis and Application*. Unpublished: College of the University of Oregon, 2004. P 3

Generally, Indonesian people learn English for 9 years. English language subject already entered into the curriculum of elementary school level and continue through high school until university level.⁵ Although learning English for nine years and perhaps the material being taught is repetitive, it is impossible that all the people definitely advanced and master the English language very well⁶. In fact, we probably will see more people who have difficulty understanding English, though not least who can easily master the English language.

In the writer view, lots of problems and complaints encountered by those who find it difficult in learning English and make them reluctant to learn it anymore. These difficulties such as the use of grammar, limited vocabulary and difficult pronunciation often prevent the development of English language. Above difficulties are often faced by the people who had normal IQ, but even more difficulties will be encountered by children with special needs who have an IQ below the average.

English is actually not so difficult to be understood as long as the learner has the proper method. For decades, experts have been debating about the English language teaching methods and this debate had produced a wide variety

⁵SK Kepala Kantor Wilayah Departemen Pendidikan dan Kebudayaan Propinsi Jawa Timur No 1702/105/1994 tanggal 30 Maret 1994.

⁶ <http://www.radarlampung.co.id/read/opini/48449-mengurai-benang-kusut-pembelajaran-bahasa-inggris>

of learning methods to help students in second language acquisition⁷. Even some of these methods can also be applied to children with special needs, which later on we call them as mental retardation students.

A clear understanding of who and how mental retardation children is very important to implement the appropriate educational services for them. Various definitions have been found by the experts. One of the definitions which is widely accepted and became the main reference is formulated by Grossman (1983) and now formally used by the AAMD (American Association on Mental Deficiency), as follows⁸. Mental retardation refers to significantly sub average general intellectual functioning resulting in or adaptive behavior and manifested during the developmental period. (Hallahan & Kauffman, 1988:47)

As citizen, person with special needs have the same rights to get the equal education. Government support their statement by UUD 1945 point 31 and described further in UU No 2 1989 in point 8⁹.

Pasal 8

1. Citizens with physical and or mental disorders has the right to receive an exceptional education
2. Citizens who have an exceptional intelligence have the right to receive special attention.

⁷Brune, Michael. *Total Physical Response Storytelling: An Analysis and Application*. Unpublished: College of the University of Oregon, 2004. P 3

⁸IG. A.K. Wardani, dkk. *Pengantar Pendidikan Luar Biasa*. Universitas Terbuka ; Jakarta. 2009. p 6.5

⁹ Ibid. p 34

From the two points above we can conclude that special children have the right to get education until at least the equivalent of graduated primary education, they also have the right to continue to the next level of education if they did have the required skills. Teachers are also expected to provide educational services that they need, and protect them from abuse that may be shown by the school or some people.

That statement not only protected by this country`s law, but also written in the 1948 Universal Declaration of Human Rights and renewed in the 1990 World Conference on Education for All to ensure that these rights are for them regardless of differences that are owned by individuals¹⁰.

These students encountered difficulties in almost all subjects. Although they cannot be compared with normal child in their age, they can still learn to read, write, and work on simple mathematics. Sometimes they cannot see the difference between two similar forms, such as d and b, n and m. They also quickly forgot about what they have learned, so that the teacher always doing repetition along with the varied examples. For instance, when the English teacher introduced word “head” to these students, first he needs to speak “head” loudly so these students can hear clearly, so she asked the students to repeat that word several times, this method called drilling. After that she held her hear while

¹⁰ Ibid. p 35

said “head” very loudly. This repetition is very profitable for them because the information will be conveyed to the central memory storage¹¹.

Teachers have very important role in special school. Since these students are special students who are have difficulties in learning and adaptive behavior. These children need an extra attention and individualized approach, giving motivation will also encourage them to learn and improve their confidence in what they have achieved, because motivation is the first requirement in learning¹². In special school, the teaching material should be recreated and suitable with the student’s condition and ability.

The teachers of SLB need to develop the students` sensoric perceptual function, intellectual function, emotional function, and social function. The suitable activity for them is movement motivation, environment attraction, place, time, and emotional approach. Playing games will help them to get ability to solve particular situation¹³.

The teaching methods used should be suitable with the needs of these children mentioned in the previous paragraph. Total Physical Approach which is developed by Dr. James J Asher in 1960¹⁴, will help students learn in a fun and

¹¹ Ibid, p. 6.40

¹² Drs..NgalimPurwanto, *PsikologiPendidikan*. Bandung: PT. RemajaRosdakarya.. 2004. P 61

¹³ Bandbi Delphie.2005. *BimbinganKonselingUntukPerilaku Non-Adaptif*. Bandung: PustakaBaniQuraaisy, p 57

¹⁴ Dianne Larsen-Freeman. *Techniques and Principles in Language Teaching*. England: Oxford University Press. 1985. p 110

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 Karya Asih Margorejo, Surabaya. The subject will be junior high school students which consist of 4 students in the class. They are at the level of Debil (mild mental retardation) with IQ range 70-55, and one of them has speech disorder. Speech disorder is difficulty in speaking, but they know the language knowledge¹⁵. This disorder usually attacks the articulation, this includes *substitution* (replacing a sound into another), and *omissions* (removing the sound - such as "saya" to "aya"), other types of disorders include stuttering and husky voice. Physically, these children are almost the same as other normal children even though their movements are a little bit slower than normal children.

In this class, the writer can see the great student's motivation in learning English despite the traditional teaching method used that sometimes sacrifice their primary needs; sensoric perceptual function, intellectual function, emotional function, and social function. And their enthusiasm proven when the writer comes to do pre research and introduces herself to the students, they really welcomed her, and showing off their English language skills by asking simple questions such as "where do you come from?" The most frequently used method in this class is drilling and pictures. They are quite easily controlled because the

¹⁵ An article Created for the Royal Children's Hospital, Melbourne, in conjunction with La Trobe University, 2006.

teachers always give very clear and good instructions, so that students feel comfortable and not stressed.

In this research, the writer will examine the use of Total Physical Response (TPR) method in teaching English for mental retardation students. So that, this research will untitled *The Use of Total Physical Response in Teaching English for Mental retardation Students of SLB KaryaAsihMargorejo, Surabaya.*

B. Statements of Problem

The main research problem of this proposed research is examining the use of TPR in teaching English toward students with mental retardation and find out there are any advantages in using this method or not, so this is the formulated problem:

1. How is the implementation of Total Physical Response Method in teaching English to mentally retarded students?
2. How is the students` English learning achievement with Total Physical Response?

C. Objectives of Study

According to the statements of problem above, the writer`s purposes are:

1. To analyze the implementation of Total Physical Response Method in teaching English to mentally retarded students of SLB Karya Asih Margorejo, Surabaya.
2. To know the students` English learning achievement after teaching-learning process using Total Physical Response Method.

D. Significance of Research

Most teachers of mentally retarded students, who have lower IQ than other ordinary students, still find difficulty in teaching English subject, so this research will help teachers enrich their teaching method.

The researcher hopes this will become scientific contribution to the discipline of knowledge of language, especially English and give a path for the next researcher.

E. Scope and Limitation

In this research, the researcher will analyze the use of Total Physical Response (TPR) Method in teaching English trough listening skill. While the material will focus on the teaching functional vocabularies which are helpful for independent living for students with special needs and important in the present of future circumstances, e.g. “Go to the door!”, “Open the door”, Clap, clap, clap!”

F. Definition Of Key Terms

1. Total Physical Response : TPR is a method of teaching language developed by James Asher of San Jose State University in California. It is based on the premise that the human brain has a biological program for acquiring any natural language on earth. In this study, body movements were emphasized. The researcher used body language; gestures, modeling and pictures and the students understood the meanings of the target language by watching, touching, listening and imitating¹⁶.
2. Mental Retardation : children who have deficiencies or limitations in terms of mental and intellectual, so they will have difficulty in academic, communication, and social task. Hence, they require special education services¹⁷.

G. Writing Organization

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¹⁶<http://www.tpr-world.com/>

¹⁷IG. A.K. Wardani, dkk. 2009. *Pengantar Pendidikan Luar Biasa*. Universitas Terbuka ; Jakarta. p 6.3

Chapter II

In this chapter, the researcher presents the definition of mental retardation student including the characteristic, the degree of severity, and their language aspect, the definition of Total Physical Response (TPR) Method including the use of TPR in language learning, the principles of TPR, and the relation between TPR and mental retardation students, and the review of the related literatures.

Chapter III

This chapter focuses on the description of research design, research setting, research procedure, data and source of data, instrument and data collection technique, reflection, and data analysis.

Chapter IV

This chapter discusses the research finding which consists of the use of TPR method and the student's achievement after implementing this method.

Chapter V

This chapter presents the conclusion and suggestion after researcher collected and analyzed the data.