

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher presents the definition of mentally retarded students 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 mentally retarded students, and the review of the related literatures.

A. Children With Disability

All children must have some difference either physically (some are shorter, some are higher, some are stronger and some are weaker) or intelligently (some learn quickly and are able to remember and use what they have learned in a new situation, while others need repeated practice and have difficulty maintaining new knowledge). Hence, children who showed these differences either physically or intelligently are called *exceptional children*. This term refers to children with learning or behavior problems, children with physical disabilities or sensory impairments, and children who are intellectually gifted or have a special talent¹⁸. This term includes children who have difficulties in learning as well as those who have excellent performance that modifications in

¹⁸ <http://www.education.com/reference/article/who-exceptional-children/>

curriculum and instruction are necessary to help them fulfill their potential¹⁹.

The term students with disabilities are more restrictive than exceptional children because it does not include gifted and talented children.

The categories of exceptionality²⁰ according to Heward are:

1. Mental retardation (developmental disabilities)
2. Learning disabilities
3. Emotional and behavioral disorders
4. Autism
5. Communication (speech and language) disorders
6. Hearing impairments
7. Visual impairments
8. Physical and health impairments
9. Traumatic brain injury
10. Multiple disabilities
11. Giftedness and special talents

B. Mental Retardation

1. Definition of Mental Retardation

World Health Organization defined disability as any restriction or lack ability to perform an activity in the manner or within the range

¹⁹IG.A.K. Wardani. *Pengantar Pendidikan Luar Biasa*. Jakarta: Universitas Terbuka. 2009. p 1.3

²⁰W.L. Heward. *Exceptional Children; An Introduction to Special Education*. New Jersey: Prentice Hall. 2006. P 10

considered normal for human being. Mental retardation is one form of disability, and for purpose of this study the researcher will confine the investigation to mental retardation²¹.

Mental retardation is a condition of restricted or incomplete development of mind which is specially characterized by slow or incompetent development of skills, manifested during a particular developmental phase which contributes to overall level of intellectual, language, motor and social skill²². American Association on Mental Retardation (AAMR) revised the definition of mental retardation in 2002 and reads as follows²³:

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)

Nicholas (2003) said in his book that mental retardation 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. However, mental retardation not only affects the performance on test of general intellectual functioning,

²¹World Health Organization Center. *Training of people with mental disability*. Geneva: World Health Organization .2002

²²Mohsin, Muhammad. *Need Assessment of Children With Mental Retardation Using Ecological Inventories and Development of A Functional Skill Training Programme Involving Parents*. Lahore: University of Punjab. 2007 p 8

²³G. A.K. Wardani, dkk. *Pengantar Pendidikan Luar Biasa*. Jakarta: Universitas Terbuka. 2009. p 6.5

but also places limitations on one`s capacity for self-care, language, and speech ability.²⁴

Moreover, Walker and Eugene stated in their book that Mental retardation is a developmental disability characterized by inadequate adaptation to social demands. This disability is typically diagnosed in early childhood, when a discrepancy is recognized between a child`s level of functioning and that of peers of the same chronological age.²⁵

According to the researcher herself mental retardation is permanent intellectual impairment that occurs at an early age. It is not medical disorder or mental disorder. It is particular state of functioning that begins in childhood and is characterized by limitations in both intelligent and adaptive skill.

2. Characteristic of Mental Retardation Children

Identifying the characteristics of these children is very important because early symptoms can be detected without the involvement of experts in advance. Several traits that can be used as general indicators according to Triman Prasadio as follows:

- a. The difficulty of learning in almost all subjects (reading, writing and math). They cannot see the difference between the two things

²⁴Nicholas, L. 2003.*Introduction to Psychology*. (South Africa: UCT Press)

²⁵ Walker, C. Eugene & Michel C. Roberts.*Handbook of Clinical Child Psychology*.A Wiley-International Publication John Wiley & Sons, Inc.New York USA, 2001. p 542

that have similar shape or size, they are also have difficulty to distinguish the direction and position, such as the letters d and b, n and m.

b. Easily distracted attention.

Mentally retarded students only have a brief attention. These children easily get tired, bored, and finally turned his attention to other things. They easily aroused by something around them.

c. Lack of motor skills.

Motor disorder caused by the multitude brain damage. They cannot move properly and stiff as motor coordination is bad. This deficiency can be seen when they are running, throwing, jumping writing and doing other work.

d. Poor language development.

This happens because of less verbal communication, lack of vocabulary, and bad articulation. This deficiency is increasing because sometimes the environment does not help these children to stimulate their language development or because of the child's own emotional distress.

e. Adaptive behavior problem. They are aggressive, ignorant, isolate their selves, passive, not paying attention to advice and feel ignored by their environment.

3. Degree of Severity

Classifying mental retardation students is important to facilitate teachers in developing and implementing educational programs. This classifying also varies according to disciplines. The old classification is *debil*, *imbecile*, and *idiot*. While the classification that is created by the United States educators are *educable mentally retarded*, *trainable mentally retarded*, and *totally dependent*. These classifications have been rarely used because it is to consider a person's academic ability²⁶.

The Following table lists the degree of severity of mental retardation proposed by AAMD, with their corresponding level of functioning²⁷.

CATEGORY	IQ RANGE	LEVEL OF FUNCTIONING
Mild mental retardation	50 – 70	<ul style="list-style-type: none"> • Able to be minimize self supporting. • Able to acquire basic social and vocational skill.
Moderate mental retardation	35-49	<ul style="list-style-type: none"> • They are trainable. • Able to perform academic activities compared to a child

²⁶IG. A.K. Wardani, dkk. *PengantarPendidikanLuarBiasa*. Jakarta: Universitas Terbuka. 2009. p 6.5

²⁷ Nicholas, L. *Introduction to Psychology*. South Africa: UCT Press. 2003. p 307

		grade two.
Severe mental retardation	34 – 20	<ul style="list-style-type: none"> • They are seriously impaired in their motor and speech development, and only learn basic language and practice hygiene after age six. • They are usually dependent on others and therefore spend their lives with family, in community homes or in institutions.
Profound mental retardation	20	<ul style="list-style-type: none"> • Fully reliant on caregivers. • Often diagnosed with a neurological disorder and epilepsy, spasticity and mutism. • Locomotive, speech and self care skill are impaired to the point that makes institutionalization inevitable.

4. Language Aspect

a. Typical Development Children.

The production of speech sound also begins at birth in the form of crying and then follows a predictable course of development, with cooing emerging at 1 to 2 months, simple

articulation at about 3 months, babbling by 6 months, and patterned speech at about 1 year. Full phonological age competence is not typically acquired until about school age²⁸.

b. Children with Mental Retardation

Children with Mental Retardation typically achieve language milestone at later ages, develop language at slower rate, and achieve a lower level of communicative competence than typically developing children. Both receptive and expressive languages are affected. Although children with mild to moderate mental retardation may communicate in full sentences, children with severe mental retardation may be limited to brief phrases or single words. Children with profound mental retardation may be nonverbal²⁹.

C. Total Physical Response

1. Definition of TPR

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

²⁸Walker, C. Eugene & Michel C. Roberts. *Handbook of Clinical Child Psychology*. A Wiley-International Publication John Wiley & Sons, Inc. New York USA. 2001. p 548

²⁹ Ibid, p 548

language on earth. The process is visible when we observe how infants internalize their first language.³⁰ He has been invited to present his successful TPR approach in the USA, England and other part of the world.

When TPR is used at an English class, the teacher gestures, models, and says the commands to the students, and the students respond by imitating the teacher. In this study, body movements were emphasized in the sequences of the instruction which was designed under the principles of TPR. The researcher used body language; gestures, modeling, pictures and realia, and the students understood the meanings of the target language by watching, touching, listening and imitating.

One of the main reasons the TPR method was developed was to reduce the stress people feel when studying foreign languages. One of the primary ways this is accomplished is to allow learners to speak when they are ready. Forcing them to speak before then will only create anxiety³¹.

Another way to relieve anxiety is to make language learning as enjoyable as possible. The use of vary command and skits are two ways of showing that language learning can be fun. It is stated that TPR is the

³⁰from <http://www.tpr-world.com/>

³¹Dianne Larsen-Freeman. *Techniques and Principles in Language Teaching*. England: Oxford University Press,. 1986. p 116

world's most thoroughly researched approach in second language acquisition.³² What are the benefits of TPR? First, it's successful with children and adults learning any language. Second, it has the following three strong features, 1.High-speed understanding of any target language. 2. Long-term retention. 3. Zero stress. Besides, it's enjoyable for teachers as well as students.³³

2. TPR in Language Learning

TPR is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity. According to Larsen Freeman, TPR is also called as comprehension approach, because it requires the students to respond physically to the language they hear. The characteristic of teaching-learning process in TPR class³⁴:

- a. Modeling, the instructor issues command to a few students then performs the action with them.
- b. These same students demonstrate that they can understand the command by performing them alone.
- c. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterance.

³² <http://www.tpr-world.com/benefits.html>

³³Hui-Ching Hsu Chien-HuiLin.*The Effects of Total Physical Response on English Functional Vocabulary Learning for Resource Classroom Students in the Elementary School.Unpublished: Changhua University of Education, Taiwan. 2007. P 3*

³⁴ Dianne Larsen-Freeman. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press. England, p 116

- d. After learning to respond to some oral commands, the students learn to read and write them
- e. When students are ready to speak, they become the ones who issue the command.
- f. After students begin speaking, activities expand to include skits and games.

3. Principles of TPR

Before applying the TPR method for teaching a foreign language, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Larsen and Freeman (2000: 111) describe several principles in teaching learning process by using TPR upon which the teacher's behaviors is based. The principles of TPR are as follow³⁵:

- a. Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should be presented in chunks; not just word by word.
- b. The students' understanding of the target language should be developed before speaking.
- c. Students can initially learn one part of the language rapidly by moving their bodies.

³⁵Dianne Larsen-Freeman. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press. England, p 118

- d. The imperative is powerful linguistic device through which the teacher can direct student behavior.
- e. Students can learn through observing actions as well as by performing the action themselves.
- f. Feeling of success and low anxiety facilitates learning.
- g. Students should not be made to memorize fixed routines.
- h. Correction should be carried out in an unobtrusive manner
- i. Students must not develop flexibility in understanding a novel combination of target language chunks.
- j. Language learning is more effective when it is fun.
- k. Spoken language should be emphasized over written language.
- l. Students will begin to speak when they are ready.
- m. Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning. In the learning, students should feel successful and they do not feel pessimistic. A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students feel desperate. Therefore, an

Englishteacher must be able to create flexibility in the class room. Another important thing isthat the new vocabulary should be presented in a context not word by word.³⁶

4. The Relation between TPR and Mental Retardation Students

a. Disorders of attention

Short attention span, poorer selective attention, distractibility, and hyperactivity are some representative problems classroom with mentally retarded students. These disorders may inhibit the development of new skills, learning strategies, and learning new information³⁷. So that a teacher should make the interesting instruction to make the students' attention span longer. From these points of view, TPR help to stimulate children's sense and encourage them participate.

b. Lack of Learning Motivation

The most usual reason that children are referred as mentally retarded is poor academic progress. These academic achievement problems result in their expectancy of failure or learned helplessness (Hallanhan & Kauffman, 2003). Principles of

³⁶ Ibid. p 118

³⁷ Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A..*Teaching Students with Special Needs in Inclusive Setting*(3rded). Needham Heights. 2001

TPR such as correction in an unobtrusive manner, tolerance of errors also reduce the stress of learners and facilitate learning³⁸.

c. Memory Deficits

Mentally retarded students' short-term memory considered poorer than their normal peers. Some students may have difficulty recalling information shortly after having seen or heard it. From the results of Asher's researches, it was reported that the experimental group, who used the strategy of TPR, had significantly better retention than each control group³⁹. TPR constructs the linkage between the sounds and meanings of words through the interaction among visual and auditory senses and body movements. It is helpful to the processing of information management, and may extend the memory span⁴⁰.

D. Review of Previous Study

There are some researches that have been done for this topic. One of the researchers has been explained by Siti Mutiatun in her thesis *Techniques of Teaching English as A Second Language for Students "With Different Ability" at SMPLB Siswa Budhi, Surabaya*. This thesis explained about several

³⁸ Dianne Larsen-Freeman. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press. England, p 116

³⁹Hui-Ching Hsu Chien-Hui Lin. 2007.*The Effects of Total Physical Response on English Functional Vocabulary Learning for Resource Classroom Students in the Elementary School National Changhua University of Education, Taiwan*

⁴⁰The newsletter for ESL/Bilingual Education; TPR and Education. Ballard and Tighe Publisher. 1995.

techniques that are used for teaching English. The first technique is explanation which is used in every meeting in English class. The second technique used is discussion, even though it is different from typically class. The third technique is picture which is favored by the students. The fourth technique is drilling, this technique used along with pictures. And the last is reward, which can motivate the students in learning English more. The teacher already used several methods, but she has not try yet TPR method.⁴¹

The next research was done by Lailatul Badriyah in her thesis *Using Total Physical Approach to Improve Students` Ability in Understanding Vocabulary at MTS Hasyim Asy`ari Surabaya*. It is stated in her thesis that TPR can improve students` ability in understanding vocabulary by making association between utterance students hear and the action students are observing. This method encourages students` more active involvement and participant in the classroom. TRP also create fun situation in the classroom. In other word, students relax and enjoy during English teaching-learning process.⁴²

Another research was done by Latifatun Saidah entitled *Efektifitas Penggunaan Metode Visual Auditory Kinesthetic and Tactile (VAKT) dalam Meningkatkan Kemampuan Membaca Huruf Al Quran pada Anak Tuna Grahita di SLB Bina Bangsa Ngelom Taman, Sidoarjo*. In her conclusion there is

⁴¹Mutiaturun, Siti. *Techniques of Teaching English as A Second Language for Students "With Different Ability" at SMPLB SiswaBudhi, Surabaya*. Unpublished: IAIN Sunan Ampel Surabaya. 2011. P 73.

⁴²Badriyah, Lailatul. *Using Total Physical Approach to Improve Students` Ability in Understanding Vocabulary at MTS HasyimAsy`ari Surabaya*. Unpublished: IAIN Sunan Ampel Surabaya. 2010. P 78

improvement capability 28% after applied VAKT method. She also concluded that the limited intelligence of students with hearing impairment should not be reason to the researcher and the teacher to be lazy to teach them.⁴³

Another research done by Nanik Irawati entitled *The study on the process of Teaching and Learning Vocabulary in SLB Bina Bangsa Ngelom Taman, Sidoarjo*. It is stated in her thesis that although students with hearing impairments have many deficiencies than typical development children but they still can be taught English vocabulary. The use of many aids in teaching vocabulary can motivate them in learning English, e.g. flash card.⁴⁴

Another research on Total Physical Response Method was done by Michael K. Brune entitled *Total Physical Response Storytelling: An Analysis and Application*. Total Physical Response Storytelling (TPRS) present a feasible alternative to the way language are currently taught (V1=teach) it is important for teacher to consider their particular context when deciding whether to use TPRS or not. With younger students, especially, TPRS emphasizes of explicit grammar instruction may prove more fitting for the needs of such learner.

⁴³Saidah, Latifatun. *Efektivitas Penggunaan Metode Visual Auditory Kinesthetic and Tactile (VAKT) dalam Meningkatkan Kemampuan Membaca Huruf Al Quran pada Anak Tuna Grahita di SLB Bina Bangsa Ngelom Taman, Sidoarjo*. Unpublished: IAIN Sunan Ampel Surabaya, 2007. P 76

⁴⁴Irawati, Nanik. *Teaching and Learning Vocabulary in SLB Bina Bangsa Ngelom Taman, Sidoarjo*. Unpublished: IAIN Sunan Ampel Surabaya, 2011. P 48

However, when dealing with increasingly older students, particularly at the university level, TPRS may move too slowly, be too repetitive.⁴⁵

All the previous studies are completely different from the research that the researcher is going to conduct. Some of the researchers focused on examining the effectiveness of TPR method in teaching vocabulary, but none of their subjects comes from students with special needs. While the other research emphasized in examining the method the teacher used in teaching English, but none of their method was TPR. And the other one was examining the use of Visual Auditory Kinesthetic and Tactile (VAKT) in teaching reading Al-Quran. So that, the researcher tends to do this study through combine the use of TPR and the subject, whom are mentally retarded student, which is never be held before.

⁴⁵ Michael K. Brune .*Total Physical Response Storytelling: An Analysis and Application*: The University of Oregon . 2004. p 56