CHAPTER II

REVIEW OF RELATED LITERATURE

A. The General Consideration of Students With Different Ability

1. Definition of Students With Different Ability

Students with different ability in this explanation are about *Tuna grahita* (mental retardation). On this definition below explains about *Tuna grahita* according to some expert.

Someone who called as being *Tuna grahita* is a person who has mental retardation. According to T. Sutiaji Somantri, Student with different ability (Tuna grahita) is the condition where their developing of the intelligence is obstruction so that they cannot reach developing stage optimally.[7] Another definition of *Tuna grahita* according to Bratanata is someone who categorize as mentally retarded (*tuna grahita*), if she or he has abnormal intelligence stage, so they need specially help or service in their assignment, it also in their education program.[8]

According to Branata that was cited by Siti mahmudah in her thesis, *Tuna grahita* is students who have intelligence retardation. So that, for their

[7] T. Sutihaji Somantri, *Psikologi anak luar biasa*,(Banddung: PT. Refika Aditama,2006)p.105

[8] Mohammad Effendi, *Pengantar Psikologi anak Berkelainan*, (Jakarta: PT Bumi aksara,2006)p.88

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education and teaching is needed special program.[9] This statement is supported by Nur 'aeni in her book that *Tuna grahita* is they are who have intellect ability or IQ and skill lower than children at the same age.[10] Therefore, *Tuna grahita* students usually make interaction with other young students. It is because their mental developing is slower than general people. *Tuna grahita* is students who have lacking and limitedness in mental and intelligence side. It is under a general people. Therefore, they get difficult in their academicals assignment, communication, and social. Then, they need special education.[11] *Tuna grahita* is part of students with different ability. They are students who have lacking, limitedness from general students. Start from physically lacking, intellectual, social, emotion and or combination of all that things. Furthermore, they need special education for optimalize their potential developing.[12] According to pak antok, *Tuna Grahita* is students who have lacking or limitedness in mental intellectual, under normal rate, and then they get difficult in their academicals assignments, communication and social. They need specials education service.[13]

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[9] Siti Mahmudah, *Perubahan perilaku kebersihan diri paska pelatihan motorik halus di SLB/C Dharma Wanita Lebo*, Skripsi Surabaya, Fakultas Psikologi Universitas Airlangga, 2002, p. 10

[10] Nur'aeni, *Intervensi Dini bagi anak bermasalah*, (Jakarta: PT. Rineka Cipta, 1997), p. 105

[11] *http//ww3. Yuwie.com/blog/entry.asp?id=932768&eid=602755, Akses 27 April 2010, 15.00 wib*

[12] *Pengertian Anak Tuna Grahita, http:// Shaf. Ngeblogs.com/, Akses 27 April 2010, 15.00 wib*

[13] Pak Antok, *Alat Identitas Anak berkebutuhan Khusus*, (Surabaya: Direktorat Pendidikan Luar biasa, 2004), p. 16

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From that explanation and some statements above, writer can conclude that *Tuna grahita* is someone who gets inertia developing so they need general people help and specially service to optimalize their potential.

2. **The Classification Of Tuna Grahita**

There are 3 classifications of *Tuna Grahita*. They are: Debil, Imbesil and idiot.

a. Debil

Tuna grahita on this class have IQ about 68 until 52 according to Bannet. According to WISC *tuna grahita* on this class is they who have IQ about 69 until 55. They are *Tuna grahita* who have not lacking on their physic. They are like a general people in general when we look them physically. According to Sutihaji, We are very difficult in differing general and *Tuna grahita* in debil class. [14] They are still having ability to be educated. They can write, read and account. The developing of students' emotion on this class is good enough, responsible, can make self adaptation and they can do their work in simple stage[15]

b. Imbesil

Tuna grahita on this class have IQ for about 51-36 in Binet scale and 54-40 according to WISC. The maximal of mental ability can be reached in seven years. They are training group. They usually finish their

[14] Sutihaji Somantri, *Psikologi Anak Luar biasa*, (Bandung: PT. Refika Aditama, 2007), p. 106

[15] Siti Mahmudah, p. 13

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study same as second class in general school. *Tuna grahita* on this class is very difficult moreover they cannot learn academically such as, writing, reading, and accounting although they still can write in socially. In daily life, *Tuna grahita* on this class need monitoring systematically.

c. Idiot

Tuna grahita on this class have been differ become "severe" and "profound". *Tuna grahita* on severe class have IQ for about 32-20 in Binet scale. According to WISC *Tuna grahita* on this class have IQ for about 39-25. While, Profound according to Binet, they have IQ fewer than 19 and fewer than 24 according to WISC. Maximum mental ability can be reached less than three years. *Tuna grahita* on this class need totally Treatment in wearing clothes, taking bath, and also eating. Moreover they need protection from dangerous thing all of their life.[16]

3. The Characteristic Of Students With Different Ability

Generally we know that students with different ability (*Tuna grahita*) are a condition where their intelligence developing is destruction so they cannot reach their developing stage optimally. There are many characteristics of *Tuna grahita* that we can learn:

[16] Sutihaji Somantri, Psikologi Anak Luar biasa, (Bandung: PT. Refika Aditama, 2007), p. 207-208

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a. Intelligence Limitedness

Intelligence is a complex function that we can definite as ability to learn about information and skills in adaptation with situations in new life, studying from experience, thinking abstractly, critically, creative, and have planning for their future. *Tuna grahita* has a lack in all that aspect above. They have lacking in learning, reading and also writing.

b. Social Limitedness

Beside they have lacking of intelligence; they also have difficulties on take care their selves in the society. Because of that reason, they need help from another person. *Tuna grahita* students usually choose younger friend and they have a big dependence on their parents. They often do something without thinking the effect. So, they should be controlled and monitored.

c. Mental Functions Limitedness

Tuna grahita needs longer time to finish the reaction to the new situation. They show the best reaction when they do something consistently and have been experienced consistently day by day. According to Somantri, *Tuna grahita* cannot face something in a long time.[17] Because of this reason, they usually show their boring when they feel that something is not interesting. More over in their learning.

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[17] T. Sutihaji Soomantri, *Psikology anak luar biasa*,(Bandung: PT.Refika Aditama,2006)p.105-106

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B. The General Consideration Of Teaching English

1. English Teacher

English is a second language. To teach it in a satisfactory manner good teacher of English is required. A good teacher here means that teacher who knows the technique of English teaching. There is one of skill and competencies of English teacher that should be in English teacher. It explained in English language teaching (Methods, tool and techniques) that he must have ability to understand his students.[18]From that explanation we know that an English teacher should know about his students' condition. So, he will make his teaching fun because he was mastering his students also his classroom. There are many characteristics of teacher that should be in teaching English. They are:[19]

a. Enthusiasm

In this case, teacher should show their enthusiasm in their job. They must show their love in teaching English.

b. Preparation

Teachers must do preparation when they will teach. They should know and understand what they will teach.

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[18] Dr.M.F.Parel.Praven M.Jain, *English language teaching (Methods, tool and technique)*,(Jaipur: Sunrise, 2008)p.145

[19] Rudy sofyan, Jurna Kiat sukses mengajar bahasa Inggris

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c. Supporting and attention

Teachers must support their students and give them attention. They must not give attention to favorite student only.

d. Consistence

Teachers should consistent with their teaching.

e. Technique application

In this case teachers should be smart in implement their technique. They should choose some of techniques that will make their students fun in English and make their students understand in English. Therefore, the teaching process will successful.

2. Teaching English As a Second Language

As we know that English is very important in this life, almost people in this world want to learn English as their second language. Were as, they feel that English is very difficult to learn. English as a second language, then it will be a burden of English teachers to know and understand how English should be presented and implemented. However, there are many teachers that have been unlucky in teaching English then they make their learner cannot understand what they taught. The effect is, they feel that English is difficult, cannot be understand and etc. Actually, there are many techniques that can be use in teaching English. It is depended on characteristic of every teacher.

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For the most people experience with second language acquisition is different with their first language acquisition[20]. It means that every person who learns about second language will get new experience on it. English is the second language that should be taught in every school from elementary school until university. Because it is a second language, some of students feel difficult to learn it. Teaching in this subject force to make it understandable because all of students need it as their second language. Because of that, English should be taught as fun as possible. Teaching English here need some of techniques that support this process of teaching.

C. Technique in teaching English

"Technique is implementation; it means that technique is something that actually takes place in language teaching or learning in the classroom."[21] It is that takes place in a language classroom is technique. Technique is not always same in every method. Although in method may have a same technique. Every language teacher may develop their own technique as long as it is still in assumption or theory in method. According to Douglas on his book *"Teaching by principle"*, Technique is any of a wide variety of exercises, activities or task used in the language classroom. It is also the

[20] George Yule, *The study of language third edition*, (New York: Cambridge University Press,2006)p.163

[21] Ag. Bambang Setiyadi, *Teaching English as a foreign language*, (Yogyakarta: Graha Ilmu, 2006)p.14

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specific activities manifested in the classroom that were consistent with a method.[22]

It is an activity in language classroom. So, that all activities in the classroom is technique. It is like discussion, teacher explanation and others. In that activities, teacher may develop the techniques by own self. It means that they can modify those techniques. They can use picture or may be another tools that can support their teaching.

D. Review of Previous Studies

There are some of researches that have been done for this topic. One of research has been explained by Marianne celse in her book "teaching *English as a second or foreign language, third edition*".[23] This book explains about some of teaching methodology, language skills both teacher and learner, and also approaches in language. This book explains all about language and also the skills. But, there is no explanation about teaching in ordinary school. This book just explains about teaching language in normal situation. It means that this book just explains about teaching in general school that is as some people done.

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[22] H. Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*, (Unknown town:Longman, 2001)p. 15

[23] Mariane, celce-murcia, *Teaching English as a second or foreign language the third edition*, (USA: Heinle and Hienle,2001)

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One of research also has been explained by Jeremy Harmer in his book "The *practice of English language teaching at fourth edition*".[24] In this space of book explain about theories, methods and also technique in teaching in English. It is detail enough in explanation. It is also explain learners and teacher especially in a part. But, it is like the first research that has been done by Marrianne, there is no explanation about teaching English in extraordinarily school. It was not explain about psychology of person in mental retardation. It is just some of techniques or methods that can be explained to normal person. There is no special part that explains about person in mental retardation.

Another research has been done by Jill Hadfield and Charles Hadfield in their book "*Introduction to English teaching*". In this book explains focus on language. It is also focus the teaching in every skill. It is good, because by focusing on every skill in language, the methods and techniques will be clear. It is also more detail. But, it is just like the first and the second research that there is no explanation of teaching English in ordinarily school. There is no focusing about the techniques on it.

Another research has been done by Suhardi in his thesis "*The implementation of teaching grammar at MAN Sumenep*".[25] This thesis tells

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[24] Jeremy, harmer, *The practice of teaching language at fourth edition*,(unknown town: longman)

[25] Suhardi, The implementation of teaching grammar at MAN Sumenep(IAIN:unpublished bachelor thesis,2009)

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about some of techniques in teaching English. But, this is just focuses on grammar. The object of this research in MAN, it means that it has been done in general school that has different ability with students in extraordinarily school and also has similar stage with senior high school.

Rudi Sofyan in his karya ilmiah "*Kiat Sukses Mengajar Bahasa Inggris*".[26] explains about how to teach English and how the best teacher in English becomes. According to Sofyan, Many methods and techniques will not be useful if the teacher cannot use it. Because teaching is depend on the teacher. From that research, Sofyan also assume that teaching English should be fun. It is match with the result of interview that has been done by him to the students. They said those favorite English teachers are they who make their class comfortable. They also said that teachers who make them comfort, they who can make their teaching fun in class. Through those techniques they will understand about English that has been taught by their teacher. It is good because this research show the result in solution. Through this research, reader will try to make it appear. But, this implementation will be different if it is implemented to the person who gets mental retardation. This research was not explains about it.

[26] Rudi, sofyan, Kiat sukses mengajar bahasa inggris (universitas sumatera utara: published thesis,2007)

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Andrea Chandra in her journal "*Pengajaran bahasa inggris di sekolah dasar*".[27] explains about teaching English by psychology approach. In this research, Andrea explains about teaching in every curriculum. But, she was not explains about the techniques that she used in her result of research. It means that there is no solution. She just talks about teaching in elementary school from her view and government view in elementary education.

Diane Lansern-Freeman in his book "*Techniques and principles in Language teaching*".[28] This book explains about some of methods in teaching language. There are some of methods that have been explained in it. But this book did not explain about method for teaching in extraordinarily school. It means that this research can be unsuitable with method that was needed by students with different ability.

B. Kumaravadivelu in his book "*Understanding language teaching from method to postmethod*".[29] This book explains about learning, teaching and also teaching methods. But it is still like another research that there is no specially explanation about teaching method for students with different ability.

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[27] Andrea, chandra, Pengajaran bahasa inggris di sekolah dasar,(published journal,unknown year)

[28] Diane, lansem-freeman, *Techniques and principle in language teaching*,(newyork:oxford,2003)

[29] Kurmaravadivelu, *Understanding language teaching from method to post method*(London:new jersey,2008)

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Another research has been done by Andri taufiqur rahman 2010 in his thesis "*Implementasi pendidikan agama islam bagi anak penyandang Cerebral palsy di SLB/ D-YPAC Surabaya*".[30] In this research he explains about some of methods in teaching. It explains in detail about teaching. It is also explain about method in teaching person who gets cerebral palsy. But, the methods that have been explained just for teaching Agama islam. That will be different with English because English is a second language.

Rifki Suryaningrum, 2010 in his thesis "*Kematangan social pada anak tuna grahita di SLB KARYA ASIH Margorejo*".[31] in this thesis explains completely about *Tuna grahita.* In this thesis Rifqi also concludes that students with different ability (*Tuna Grahita*) especially, they still depend on another person. They cannot do anything by their selves. Because they still have same attitude with general people who have lower age. This thesis completely explains about *Tuna grahita*, but it is just about social mature of *Tuna grahita.* There is no explanation about teaching in this research.

So far, no research has been done for techniques in teaching at extraordinarily school, especially about English teaching for students with different ability. It is proven when the researcher read some of previous studies; she did not find research that explains about techniques for teaching

[30] Andri taufikurrahman, Implementasi pendidikan guru agama islam bagi anak penyandang cerebral palcy di SLB/D-YPAC Surabaya(IAIN:unpublished thesis,2010)
[31] Rifki suryaningrum, Kematangan social anak tunagrahita di SLB Karya Asih Margorejo(IAIN: unpublished thesis,2010)

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students with different ability. Because of that reason, the researcher makes research by this title (Techniques Of Teaching English As a Second Language For "Students With Different Ability" At SMPLB Siswa Budhi, Surabaya) to make sure the techniques used for students with different ability.

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