

CHAPTER I

INTRODUCTION

A. Background of Study

According to Dewey (1938) education is a process of experience. Because life is growth, education means helping inner growth without being restricted by age. The growth process is the process of adjusting to each phase as well as adding in the development of one's skills. Progress of the Indonesian nation can be achieved through the structuring of good education, with various efforts to improve the quality of education is expected to improve the quality of human resource of Indonesia. Islam in the Qur'an Surah Al-Mujadalah verse 11 also states that educated for everyone no matter what they normal or not, as follows:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

This verse has relationship with this thesis, this verse taught to us to do not discriminate with each other although they have something different with us. This verse ask us to space yourselves and Allah will make space for you. It means, if we give place for everyone to get education, Allah will be give us a reply.

English is classified as a lesson to be reckoned with in school because English requires other sciences either directly or indirectly. Almost at every level of education, English is always taught and the higher the level of education is taken then the lesson learned English is increasingly complex. English is a basic science that has an important role in the development of science and technology.

Therefore, government in Indonesia becomes English as a subject in the education curriculum. English should be learned by all students, not only by normal students, but also the abnormal students that need special education. It is based on *UUD 1945* about education paragraph 31 verse 1 which states “*Tiap-tiap warga negara berhak mendapat pengajaran*” (Tim Pustaka Setia, 2004). That statement indicates that everybody has an equal opportunity in getting good education to increase his/her knowledge and potentials whether he or she is born to be normal or abnormal.

Wah (2011) mentions six types of disabilities for the students with special education needs, they are students with: visual impairment, hearing impairment, intellectual disability (significant limitations in cognitive function), cerebral palsy (disorders of movement and posture), attention deficit hyperactivity disorder (less

ability to control themselves in the society), and multiple disabilities (have two or more impairments).

Education for Children with Special Needs lately have started experiencing growth. It can be seen from some of the schools that are provided to meet the educational needs of the children with special needs. In this research, from all of disabilities mentioned above, the researcher only focus in the students with intellectual disability or mental retardation. American Association (as cited in Ellis, 2008) stated that mental retardation is a disability characterized by significant limitations, both in intellectual functioning and in behavior as expresses in conceptual, social and practical adaptive skills. The researcher argues that students in special education are very difficult and slow in learning process because their intelligent have a slower IQ than normal students.

The normal students' average score on an IQ test is 100 while students with special need score is under 70. Therefore, students with special need are given special education that is suitable with their disabilities and condition. So that in need of teachers who have the ability and the right teaching style so that students mental retardation able to capture what is explained by the teacher.

The term *teaching styles* refers to the general classroom behaviour associated with and carried out by an instructor, and is not restricted to a teaching method or a technique. The term teaching strategies sometimes makes people confused with the term teaching styles. Teaching strategies are the specific activities which are used to enhance the method of instruction and facilitate the

knowledge acquisition of learners. Teaching styles may be associated with teachers' personal teaching and learning experience, educational background and cultural background.

This research is conducted at SMALB B/C Dharma Wanita Banjarmasin. SMALB B/C Dharma Wanita is a school which provided special education services for students with special need based on students' condition whose intelligence far below average are characterized by limited intelligence and incompetence in social interaction. In this school many students who has mental retardation and speech disorder, it relatd with the name or this school SMALB B/C, B is the symbol for students with speech disorder and C is the symbol for students with mental retardation. The researcher selects subject is mental retarded students of SMALB B/C Dharma Wanita because researcher want to see how does the students with mental retarded learn english skill .

The researcher is interested in describing teacher teaching style for mental retardation students because the impaired students has weakness in their IQ . It has a big deal to give the lesson and then the researcher thinks that it is more difficult to teach mental retardation students with some weaknesses in teaching english as foreign language. The researcher wanted to know teacher teaching style to teach English for mental retardation students. Based on the description of the background of the above problems, the researcher conducted research with the title "THE TEACHER'S STYLE IN TEACHING ENGLISH AS EFL FOR

STUDENTS WITH SPECIAL NEEDS AT SMALB B/C DHARMA WANITA
BANJARMASIN SOUTH KALIMANTAN”.

B. Statement of Problems

As for the question of this research are as follows:

1. What kind of teaching style that teacher used to teach mental retardation students ?
2. What are the difficulties during the teaching process?

C. Objective of Study

The objectives of this research are:

1. To describe the kind of teaching style that teacher used to teach mental retardation students.
2. To identify the difficulties during the teaching process at SMALB B/C Dharma Wanita Banjarmasin.

D. Significance of Study

This research is expected to provide information to the researchers themselves and those in the field of education dealing with teaching style for mental retardation effectively and efficiently. By doing this research, which will contribute some benefits for teachers, mental retardation students, schools and researchers in the future, here are the benefits for each:

1. For the teachers, it can be a reference how to teach English for mental retardation students at special school with special need.
2. For the other researcher, who want do the same research in more enriched one, it can become a reference to continue research about student with special need especially for mental retardation students.
3. For schools, this study would be expected to be a reflection of the teaching style in teaching English at SMALB B/C Dharma Wanita Banjarmasin.

E. Definition of Key Terms

In order to avoid misinterpretation about the title of this research, it will be responsible to explain some terms in the title, as follows:

1. Teaching style means a set of attitudes and actions that open a formal and informal world of teaching to the student.
2. Students with special needs is students who have disabilities, for this research the researcher focus with mental retardation students.
3. SMALB B/C Dharma Wanita Banjarmasin is school for children with special needs who are in Banjarmasin, south kalimantan. This school is a private school. This school get accreditation A.