

CHAPTER I

INTRODUCTION

A. Rationale

The success of one's education depends on the individual. Education plays an essential part in increasing human resource quality. Education constitutes the development of a nation.

Human tend to see people as normal, even if they have a disability. All people, even those with disabilities, deserve the highest quality of possible education. It corresponds to the 5th Pancasila, principle about social justice for the the people of Indonesia. Therefore, it is clear that children who have abnormalities have the same rights and the same degree in life especially in receiving an education.

Regarding the issue in obtaining education, children should have the same right whether they are disable children or normal children. The Holy Koran An-Nur verse 61:

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•... ✂●◆②△○ ↵●◆②↑↵☞☞☞✂ ⑦■✂◆↵

Base on the Al- Qur'an, it is clear that disabled children have the same rights and the same degree in live; they have the same right in getting education for their viability in the future. So outgrows it education meaning as stated in Constitution 1945 section 31 subsection 1 declare for: “Each citizen deservedding

to get teaching”.¹ Furthermore, section 5 subsection 1 explain that each citizen has the same rights to get quality of education. Also, in section 5 subsection 2: “States that disabled citizen whether in physical abnormality, emotional, mental, intellectual, or social deserves to get special education.”²

In addition, part eleven of Special in Education and Special Service of Education section 32 subsection 1 explain about “Special education constitutes education for those who get difficulties in learning because of their physical abnormal, whether in emotional, mental, social and or in intelligence and privilege talent.”³

Explanation on Statute Republic of Indonesia Number 20 in the Year 2003 about the National Education Systems that states general:

All people need education in their life. Education constitutes that effort men can develop potency their through to process learning and or recognised other trick and avowed by society. State Republic of Indonesia in Constitution 1945 section 31 subsection 1 said that each citizen deserves education, and subsection 3 bear out that Government labours and evening out one national education system that increases faith and fear and glory behavior in order to smarten up ruled nation life with law. To it, all nation components should smarten up nation life that one of Indonesian state aim.⁴

Each human has the equal rights for good education that is they can get from their early childhood. Children can develop their own potency though education, so its indemnity bond is well-being for them selves and they can be

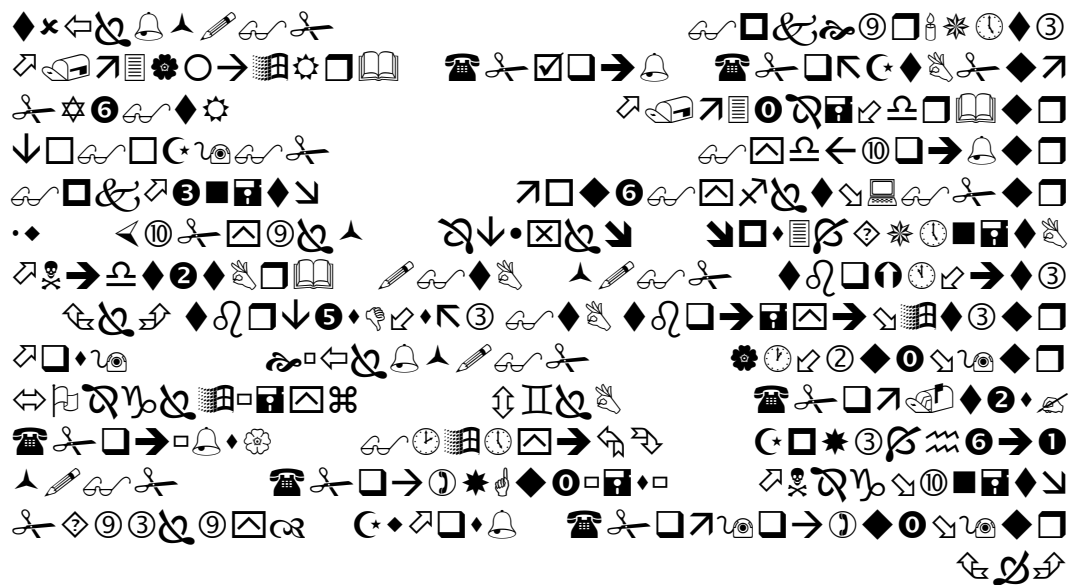
¹Departemen Pendidikan dan Kebudayaan, *Undang-Undang Nasional No. 2 Tahun 1989*, (Jakarta: Sinar Grafika, 1990), p. 15

²Direktorat Jenderal Pendidikan Islam Departemen Agama, *Undang-Undang dan Peraturan Pemerintah RI tentang Pendidikan*, (Jakarta, 2006), p. 10

³*Ibid.*, p. 23

⁴*Ibid.*, p. 48

independent of their life. Which it are explained on The Holy Koran At-Tahrim verse 6 and An-Nisa verse 9:



That expression implies that each individual deserves to receive an education, including children with mental retardation or cognitively delayed students. As citizens, children with mental retardation are not discriminated against to receive education. This abnormality call for specific application services for teaching and learning. In order to render this, one effort carried out by the government is with a special education institute, which is an institute for children with both mental and physical abnormalities.

In education world, English constitutes a mandatory subject taught at school, especially secondary school. Through learning English, students study English at school, students do not only learn about how to make good sentences in English but also different varieties of English and culturally learned ways of using it.

Thus, learning English in reality is an effort to introduce and develop child fluency in English language, and they are expected to be able to communicate and face developing world of science and technology.

An aspect that concerning children with disabilities in society reeling, and Disable Junior High School (SMPLB) from education reeling Junior High School (SMP), we know that students of SMPLB contrast to ordinary students. The trick is to provide service to educate all the children this institute (SMPLB). Teacher who teaches at SMPLB have specific skills that help the students to meet their educational goals. That entire endeavor is for the purpose of Learning Disability (PLB) education, so that teachers become certified in educating students with both physical and mental disabilities.

Uncommon education purpose is to help disables students of both physically and mentally abnormal to be able to develops their attitude, knowledge and skill as personal as well as society member in so that they can associate with people around them, also they can involve whether in getting a job or in contiving their education.⁵

The students that comprise the population at SMPLB Negeri Selat Kapuas all face certain physical or mental abnormalities. They require more help and in particular in learning English education so that they can develop their fluency optimally.

Besides that, English is given in SMPLB on standard competence and basic competence for cognitively delayed students, to performative degree in language skills like reading, writing and speaking in daily life. That is preparing in using language to meet their need like reading newspaper.

⁵Departemen Pendidikan dan Kebudayaan, *Undang- Undang Sistem Pendidikan Perarturan Pemerintah RI No. 72 tahun 1991*, (Jakarta: Sinar Grafik, 1999), p. 205

Based on early observation that the researcher conducted at this educational school, the researcher saw children with physical and mental disabilities still take part in English language. Children with mental retardation (cognitively delayed) are children whose intelligence lies below average and they experience slow growth in adapting to their environment. During the early observation, it was difficult to approach, but as individuals, it was possible to communicate with them because they like normal by using of language, including gestures (body language), which helped the writer get know them better.

The writer focused this research on children with cognitively delayed because they are easier to analyze and they are in educable group and also have minds that can be developed in school. Though they learn at a slower rate, they are still able to acquire a new language.

English is taught once a week for a total of two hours. English constitutes a subject which is mandatory because it helps children in speaking English communicatively with others and prepares them for the Nation Exam. According to the headmaster of SMPLB Negeri Selat Kapuas of learning English at SMPLB Negeri Selat Kapuas in interview has not so far achieved optimal results for students. This is because there is not enough time to complete the curriculum and the students have low motivation in learning.

Based on the reason above, the writer is interested in researching the cognitively delayed students of SMPLB. Therefore, the writer is interested in doing a research **TEACHING AND LEARNING ENGLISH OF COGNITIVELY DELAYED STUDENTS AT A JUNIOR HIGH SCHOOL**

**FOR DISABLED STUDENTS (SMPLB) NEGERI SELAT KAPUAS
CENTRAL KALIMANTAN IN ACADEMIC YEAR 2009- 2010.**

To avoid any misinterpretation regarding the title, the writer needs to explain certain terms in the title as follows:

1. Teaching is imparting knowledge or skill.⁶ Whereas learning is a poorly understand biological process.⁷ So, teaching and learning is a process participant interaction being taught with educator and studying source on one environment studies. There is intention even learning in here is process forwarding english language to educative participant that did by english teacher with use of whole learning component.
2. Intended English is a subject which aims at introducing early foreign language to students in order to expand their worldly knowledge and to help them face the National Test, in which English Language constitutes.
3. Cognitively delayed students refers to children who have reverential studying problems marked by sense intelegensi's developing interference, mental, emotion, social, and physical.⁸ It is a developmental problem manifested during a child's years of development (i.e. 0-18 years old). It is a condition whereby a child's intelligence and adaptability are significantly below the average level of his peers.⁹

⁶ B. O. Smith's, *Definitions of Teaching*,
http://www.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt, 21/06/10

⁷ *Teaching and Learning*, <http://rsaffran.tripod.com/teaching.html>, 21/06/10

⁸ Bandi Delphie, *Pembelajaran Anak Tunagrahita Suatu Pengantar dalam Pendidikan Inklusi*, (Bandung: Refika Aditama, 2006), p. 2

⁹ http://wapedia.mobi/en/Mental_retardation 21/06/10

4. Cognitive delay's students at SMPLB Negeri Selat Kapuas in Central Kalimantan are students in educable group (their classification is mild) who have deep understand and easy to accept study and also easy to get communication, whether with their teacher or with others.

Therefore, the writer's title is meant to observe English language learning in SMPLB where the students study in this school considered as cognitively delayed students. However, the component of teaching and learning here are that should be covered: learning planning, tutorial material, learning method, learning media and evaluation systems that are utilized and factors affecting their use, of the language the researcher will be able to better understand the teaching and learning process that takes place.

B. Statement of the Problem

Concerning the topic, this research can be formulated as follows:

1. How is the English teaching and learning process of cognitively delayed students at SMPLB Negeri Selat Kapuas?
2. What are the influential factors of the English teaching and learning process of the students of mental retardation of SMPLB Negeri Selat Kapuas?

C. Reason for Adopting the Title

Focusing on the problem background that is interposed above, there is hard for an educational institute to increase learning or education quality, since time

constraints remain a problem. Therefore, faculty and staff at SMPLB must adapt teaching strategies that both operate within the time constraints and help the children learn.

There are certain reasons that influence the writer to conduct this research, these are as follows:

1. Writer wants to study how to teach English to the mental retardation students with particularity, those who study at SMPLB Negeri Selat Kapuas.
2. The research result will help the writer to figure out what factors influence the teaching and learning process at SMPLB Negeri Selat Kapuas.

D. Purpose of the Research

1. To get better understanding how learning English covers learning planning, material, method, media, and evaluation of cognitively delayed's students at SMPLB Negeri Selat Kapuas.
2. To have better understanding the factors regarding learning English in students with mental retardation at SMPLB Negeri Selat Kapuas.

E. Significances of the Research

The writer hopes that the following will be the result of this research:

1. As information and contribution for the headmaster and teachers regarding the issue so that they are able to improve their teaching methods.

2. Constituting contribution that may be able to create a broader basis for material and analysis to about the same or a similar problem.
3. To add to the Tarbiyah faculty researches material and IAIN Antasari Banjarmasin library.

F. Organization of the Content

To facilitate the study, the writer organizes the content including five chapters, as follows:

Chapter I is the introduction that includes rationale, statement of the problem, reason for adopting the title, purpose of research, significance of research, and organization of the content.

Chapter II is the theoretical review about learning English for students with mild mental retardation at SMPLB Negeri Selat Kapuas that including the definition of teaching and learning and English language, definition disabled children, characteristics and classification, learning English performing on cognitively delayed or mental retardation's children and factor that effect it.

Chapter III is the method of research, which is consists of the genre, approach and design of research, subject and object of research, data, and source of data, technique of data collection, and technique of data processing, data analysis, and also research procedure.

Chapter IV is the report of the research result that includes a general description of the research location, data presentation, and data analysis.

Chapter V is the closure that includes conclusion and suggestions.