

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Education is a form of learning which the knowledges, skills, and habits of people group are transferred from one generation to the next generation through teaching, training, research, or through autodidacticism (Djamarah & Zain, 1997: 35).

Education can be obtained through various ways such as by schooling or can be obtained also by self-taught. However, most of people choose to go to school because school provides many subjects that are taught, such as mathematics, English, Indonesian, etc.

Now English becomes a mandatory subject that is taught at the school, such elementary school, junior and senior high school and also university. All of them learn English because English is an international language. Due to those importances, Indonesian government has implemented teaching English for elementary school to higher education, so that teaching English is an exertion to develop children's fluency in English language and they are also expected to be able to communicate and identify the science and technology.

In contrast, not all people grow with normal condition, some of them born with disability or in imperfect condition, but it does not mean to let them go. Educational institution is not only directed for children whose physical

completeness, but also for special needs children, especially mental retardation children. Education doesn't differentiate social status, economics, or an individual with disability which includes children with mental and physical disability. As in Indonesian constitution Number 20, Section 3, subsection 8, year 2003, declares:

- a. The citizenships that are in physical and mental abnormality deserve to get special education.
- b. A citizenship that is extraordinary in capability and intelligence has the rights to get special attention.
- c. The regulation implementation as told as in section (1) and (2) fixed by the government.

From the constitution above, the government has to provide a special education institute for the citizenship without differentiating man and woman, rich and poor, also normal or abnormal. Besides that, Islam also doesn't differentiate education rights even abnormal children. They have the same rights to get special education depends on their potencies even though education that is given to children with normal and abnormal is different, but it is not the matter to improve and realize the quality of education.

The holy Koran An-Nuur Verse 61:

لَيْسَ عَلَى الْأَعْمَىٰ حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ  
وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ  
أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ  
أَوْ بُيُوتِ عَمَّاتِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ خَالَاتِكُمْ أَوْ مَا مَلَكَتُمْ  
مَفَاتِحَهُ ۖ أَوْ صَدِيقِكُمْ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَأْكُلُوا جَمِيعًا أَوْ أَشْتَاتًا  
فَإِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا عَلَى أَنْفُسِكُمْ تَحِيَّةً مِّنْ عِنْدِ  
اللَّهِ مُبَارَكَةً طَيِّبَةً ۚ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَعْقِلُونَ ﴿٦١﴾

Each human has an opportunity to obtain good education which they can get it from their early childhood. Children can develop their own potential through education or something that is provided for the need of living in the old age. Which are explained on the Holy Koran ‘Abasa verse 1-10:

Surat ‘Abasa verse 1-10:

عَبَسَ وَتَوَلَّىٰ (١) أَنْ جَاءَهُ الْأَعْمَىٰ (٢) وَمَا يُدْرِيكَ لَعَلَّهٗ يُزَكَّىٰ (٣) أَوْ يَذَّكَّرُ فَتَنْفَعَهُ الذِّكْرَىٰ (٤) أَمَّا مَنْ  
أَسْتَعْتَىٰ (٥) فَأَنْتَ لَهُ تَصَدَّىٰ (٦) وَمَا عَلَيْكَ أَلَّا يَزَكَّىٰ (٧) وَأَمَّا مَنْ جَاءَكَ يَسْعَىٰ (٨) وَهُوَ يَخْشَىٰ (٩)  
فَأَنْتَ عَنْهُ تَلَهَّىٰ (١٠)

That expression implies that each individual deserves to get an education includes children with mental retardation. Children with mental retardation are not discriminated to receive education but this abnormality needs specific

application services for teaching and learning. So that, the government provides special education institute for students with special need.

As known that one of education purposes is to help children with disabilities or students with abnormalities to be able to develop their attitude, knowledge and skill as personal or society member, therefore, they can associate with people around them and they also can involve in getting a job or contriving their education. (Departement Pendidikan dan Kebudayaan, 1999: 205)

The students at SMALB Airmantan Banjarmasin are different from students at senior high school (SMA), the population at SMALB are comprises of students with disabilities and they require more help in learning English to develop their fluency optimally.

In this research, the writer is focus on children with mental retardation because they are in educable group and they also have minds that can be developed in school. Even though they are with mental retardation but they are still able to acquire a new language, especially English.

Based on the reasons above, the writer is interested in researching the students with mental retardation at SMALB Airmantan. Therefore, the writer is interested in doing a research: **“THE ELEVENTH GRADE STUDENTS’ ABILITY IN USING “TO BE” AT THE SCHOOL FOR STUDENTS WITH SPECIAL NEED (SMALB) AIRMANTAN BANJARMASIN ACADEMIC YEAR 2013/2014”**

## **B. Statement of Problem**

Based on the background above, the problem of this research are:

1. How is the eleventh grade students' ability in using "to be" at school for students with special need (SMALB) Airmantan Banjarmasin academic year 2013/2014?
2. What are the factors that influence the eleventh grade students' ability in using "to be" at school for students with special need (SMALB) Airmantan Banjarmasin academic year 2013/2014?

## **C. Objective of Study**

The purposes of this research are:

1. To know the eleventh grade students' ability in using "to be" at school for students with special need (SMALB) Airmantan Banjarmasin academic year 2013/2014.
2. To know the factors that influence students' ability in using "to be" at school for students with special need (SMALB) Airmantan Banjarmasin academic year 2013/2014.

#### **D. Reason for Choosing Title**

There are some reasons why the writer chooses about the title, they are:

1. English is an International language that has become the main communication device in the field of science and technology.
2. As we know that most of people think that the students who have intelligence lower than normal people cannot receive the lesson at school. But in this case, the writer believes that the students whose mental retardations are still able to receive the lesson because they still have intelligence even though the material that given for them is not same as in normal school. Moreover, in this research, the students are in educable group.
3. Actually, the material level for students with mental retardation is different with normal school; it is to adapt the student intelligences. So, the material is also different. The writer is interested in researching students with mental retardation in using “to be” because in that class XI, learning “to be” is the most challenging material between the other material.
4. Based on the research at Tarbiyah library, for the research at school with special need, it is still rare, especially for English Education Department. So that the writer is interested in research at school for special need.

### **E. Significances of Study**

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

1. As information and contribution for the headmaster as teachers regarding the issue so that they are able to develop their teaching.
2. To enrich the writer's knowledge and experience in the scientific research especially about "to be".
3. To give an information to the students how their distinguish "to be" on English form, and gives manner how to increase their achievement on grammar especially about "to be".
4. By knowing and understanding the students, it can give valuable contribution for all English lecturers, particularly the teacher who teach at the eleventh grade semester students of SMALB Armantan Banjarmasin, and they can do very good the strategies in teaching grammar (to be).
5. Constituting contribution that may be able to create a broader basis for material and analysis to about the same or similar problem.
6. To add to the Faculty of Tarbiyah and Teachers Training researches material and IAIN Antasari Banjarmasin library.

### **F. Definition of Key Terms**

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

- a. Ability is power or skill. (Oxford, 2003: 1) Ability which is discussed in this research is about students with mental retardations' ability in using "to be".
- b. According to Hartanto, et al (2003: 34) "to be" means "ada atau adalah". Based on Azar (1999: 342) states that in English grammar, there are many kinds of "to be", they are: am, is, are, was, were, been, be, and being. Every "to be" has different function in sentences.
- c. As in Wechsler statement that cited in (Muljono & Sudjadi, 1994: 26) reports that students with mental retardation is a student with disability that characterized by significant limitations both intellectual function and adaptive behavior as expressed in conceptual, social and practical adaptive skill. This disability will be happened in the growth period or before age 18. Mental retardation has an intelligence quotient (IQ) lower than 70. The degrees of mental retardation are delineated as follow:
  1. Mild mental retardation (IQ 55 -69),
  2. Moderate mental retardation (IQ 40-54),
  3. Severe mental retardation (IQ 25 -39),and
  4. Profound mental retardation (IQ below 24).



## **G. Organization of writing**

This research consists of five chapters, they are:

The first chapter is introduction, which consists of background of study, statement of problem, objective of study, reason for choosing title, significance of study, definition of key term and organization of writing.

The second chapter is theoretical review, which consist of definition of ability, forms of “to be” and its function, the uses of to be (is, am, are) in sentences, definition of mental retardation, classification of mental retardation children, and the factors that influence students’ ability in using “to be”.

The third chapter is method of research, which consist of research design, research setting, subject and object of research, data and source of data, technique of collection data, design measurement, techniques of data processing and data analysis, and research procedure.

The fourth chapter is the research result, which consist of finding and discussion.

The fifth chapter is closer, which is consist of conclusion and suggestions.

