

CHAPTER I

INTRODUCTION

A. Rationale

Basically, child needs some attention and serious responsibility from their family, school and social. Education is begun from family, child will grow and at the time he/she starts to school, then the education is continuing with school, besides, as a formal education school is believed to capable or of human as a human usual, so then human can interact to each other in social environment. In modern life education is a primary, everyone need it.

Education is an important aspect for the nation development, that the main goal is to improve human resources in expert and quality for various aspects, therefore the role of process improvement and educational process should be done. As in formulation on chapter 3 number 10 year 2011 section 1 and 2 declared:

“1. A nation’s policy for special needs including general program as educational program, training work skill, healthy, protection and participation children with special need.

2. Activities and programs that aimed on section 1 as formulation according to the requirements and problems that important for children with special need”.¹

¹<http://menegpp.go.id/v2/index.php/peraturan-perundang-undangan/peraturan-menteri?download=6%/3apernen-no-10-th-2011-ttg-kebijakan-penanganan-abk-10/10/2012>

From the nation's policy above, it is clear that children with special need have priority in educational program as normal children even though the activities and program that are given according to their requirements to realize national education system above needs an improvement with all educational components such as government, social and family.

We know not all people grow with normally, some was born with disability as by powerless or motionless, in fact this imperfect condition may influence these people but it is does not mean to let them go because they need attention especially in education.

Educational institutions not only directed at children whose physical completeness, but also for children whose mentally retarded. Education has the same rights to get without differentiate social status, economics, or an individual with disability including children with mental and physical disability As in Indonesian constitution number 20 section III subsection 8 in year 2003 declared:

1. Disabled citizen whether in physical and mental abnormality deserves to get special education.
2. Citizens who are extraordinary in capability and intelligence have the rights to get special attention.

²Himpunan perundang-undangan RI, *Tentang Sistem Pendidikan Nasional (Sisdiknas) Undang-Undang RI No. 20 tahun 2003 beserta penjelasannya*, (Bandung: CV. Nuansa Aulia, 2005), h.2.

Each people have an opportunity to obtain a good education that is they can get from their early childhood. Children can develop their own potential through education or something provided for the need of living in the old age.

Which are explained on the Holy Koran An-Nisaa verse 9:



That expression implies that each individual deserves to receive an education, including children with mental retardation. So, they are not discriminated to receive education. Anymore abnormality call for specific application services for teaching and learning. One effort carried out by the government is with a special education institute, which is an institute for children with both physical abnormalities.

Today English is a mandatory subject taught at school, such elementary school, junior and senior high school also university all learning English, here students not only learn about the function of English or how to make a good sentences but also different varieties of English.

Due to the importance of speaking English as an international language, Indonesian government has implemented teaching English for elementary school to higher education, therefore teaching English in reality in an exertion to develop child fluency in English language and they are expected to be able to communicate also to identify of science and technology.

An aspect that writer concerning on children with disabilities because as we know disable extraordinary junior high school (SMPLB) is different with junior high school (SMP) students of SMPLB contrast to ordinary students, therefore, the teachers trick at SMPLB have specific education skills that helps the students to reach their educational goals.

Education purposes is to help children with disables or students with abnormal to be able to develops their attitude, knowledge and skill as personal as well as society member even they can associate with people around them also they can involve whether in getting a job or contriving their education.³

The students who are studies at Dharma Praja are students with disabilities including students with physical abnormalities that require more help in particular in learning English so that they can develop their fluency optimally. Besides, English subject that given in SMPLB on standard competence and basic competence to perform their degree in English.

Based on early observation that researcher conducted at this school, the researcher saw children with physical and mental disabilities still take part in English subject. Children with mental retardation are children who are normal physically but low intelligence. During the early observation, it was difficult to approach but as individual it, too difficult to communicate with them because they are not normal in

³Department Pendidikan dan Kebudayaan, *Undang-Undang Sistem Pendidikan Pemerintah RI No. 72 tahun 1991*, (Jakarta:Sinar Grafik, 1999),p. 205

using language including gestures (body language) which helped the writer gets know them better.

The writer focused this research on children with mental retardation because they are still able to acquire a new language.

English taught once a week for total of two hours. English is a compulsory subject because English is a part at curriculum in SMPLB. According to English teacher of SMPLB Dharma Praja in interview, the students have achieved optimal result in English learning these because the students are still able to require a new language even they get mental retardation.

Based on the reason above, the writer is interested in researching the students with mental retardation at SMPLB. Therefore, the writer is interested in doing a research **“ENGLISH TEACHING FOR STUDENTS WITH SPECIAL NEED (A CASE STUDY AT SMPLB DHARMA PRAJA)”**

B. Clarification of the Title

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

1. Teaching is the guidance of learning activities, teaching is for the purpose of aiding the pupil to learn.⁴

⁴ Oemar Hamalik, *Psikologi Belajar Mengajar*, (Bandung: Sinar Baru, 1992), p. 58.

Teaching as a guidance to develop the students ability in learning process so that the students are easy to understand the lesson and able to practice it directly.

2. The term ‘special needs’ refers to a diverse range of needs often caused by a medical, physical, mental or developmental condition or disability. Special needs can include cognitive difficulties, physical or sensory difficulties, emotional and behavioral difficulties, and difficulties with speech and language. Professionals (who have the responsibility for helping children with special needs, like pediatricians, psychologists and educators) often use a functional development approach (i.e., looking for delays in functional areas of child development) and a clinical diagnostic approach (i.e., using a set criteria to diagnose conditions or illnesses) to define special needs.⁵
3. Mental retardation is a disability characterized by significant limitations both intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skill. This disability originates before age 18.⁶

From the definition above, it is clear that mental retardation characterized by significant limitations in intellectual functioning and behavioral adjustment such limitations are below average, resulting in limitations in all things, communicating, self-preservation, personal relationships and social relationships also they face

⁵ http://www.scoilnet.ie/info_specialneeds.shtm 09/11/2012

⁶Bima lanang, “*Peningkatan Kepedulian Terhadap Tuna Grahita*” dalam <http://bima-lanang.blogspot.com/2011/12/peningkatan-kepedulian-terhadap.html>, diakses pada 22 desember 2011

problems of social welfare is quite complex, not only about the mental state but the most difficult part is the social aspect is the ability to connect with their social environment.

Students with mental retardation at SMPLB Dharma Praja are students in educable.

Student that have deep understand will be easy to accept study and also easy to get communication whether with their teacher or with others. Therefore, the writer is interested to observe English Teaching for students with mental retardation. However, the component of teaching here should be covered learning planning, tutorial material, learning method, besides to help the researcher able to takes place to better understand the teaching process.

C. Statement of the Problem

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

1. What is the English Language teaching process?
2. What methods, techniques and strategies are used by English teacher in Teaching English?

D. Purposes of the Research

There are certain reasons that influence the writer is conduct this research, these are as follow:

1. Writer wants to know how to teach English Language to the children with mental retardation, those who study at SMPLB Dharma Praja.
2. The research result will help the writer to figure out what methods, techniques and strategies are used by teacher at SMPLB Dharma Praja.

E. Significances of the Research

The significance of the study is expected to give contribution:

1. Give information to headmaster or school about the English teacher's activities in teaching English in the classroom at SMPLB Dharma Praja Banjarmasin.
2. Enrich information and knowledge to the writer about teaching English to mental retarded students.

F. Organization of the Writing

This research is divided into five chapters as follow:

The first chapter contains the introduction, which consists of Rationale, Clarification of the Title, Formulation of the Problem, Reason for Choosing the Title, The Significance of the Research and Organizing of the Content.

The second chapter contains of Theoretical Review, which consists of Definition of Students with Special Need, Definition of English Language and

Teaching, Definition of Strategy, Methods in Teaching Process, Media of Teaching and Learning to students with Mental Retardation.

The third chapter contains of Method of Research, which consist of Subject and Object of the Research, Data, Source of Data and Techniques of Data Collecting, Technique of Data Processing, Analysis and Research Procedure.

The forth chapter contains of the Report of Research Result, Which consists of Data Presentation and Data Analysis.

The fifth chapter is Closure, which consists of Conclusion and Suggestions.