

**AN ANALYSIS ON METHODS IN TEACHING ENGLISH FOR
STUDENTS WITH MENTAL RETARDATION
(A Case Study at SMPLB N Kedungkandang, Malang)**

UNDERGRADUATE THESIS

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**AN ANALYSIS ON METHODS IN TEACHING ENGLISH FOR
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UNDERGRADUATE THESIS

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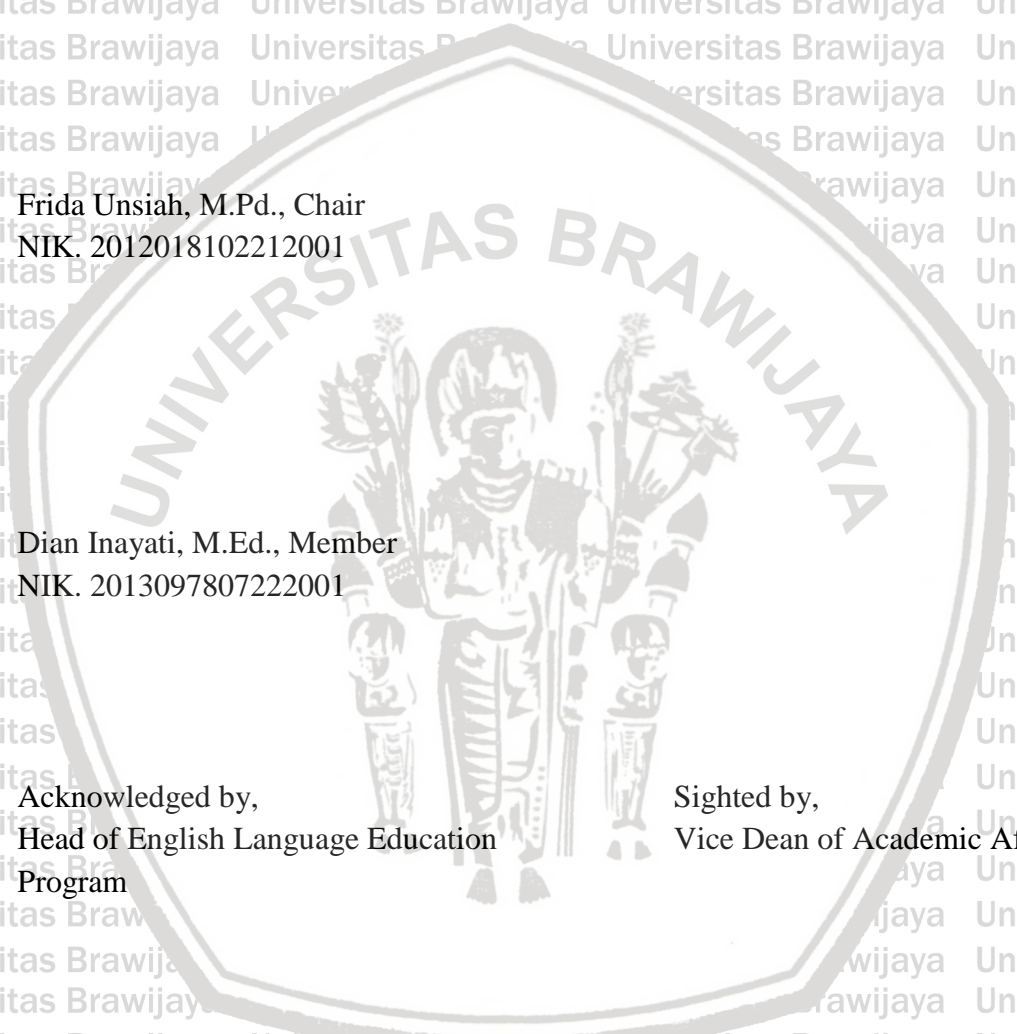
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21st August 2015

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ABSTRACT

Ayudeviana, Martha. 2015., **An Analysis on Methods in Teaching English for Students with Mental Retardation**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Inayati.

Keywords: teaching English, method, mental retardation

English is one of the most outstanding languages in the world. English has been used for specific purposes such as in business, politic, and education. In Indonesia, English is not only taught in regular schools, but also implemented in special schools. Teaching English as a foreign language for students with disability gives several challenges because teaching English to normal students is naturally difficult, not to mention students with mental retardation. This study was aimed to describe and analyze the methods used by the teacher in teaching English for students with mental retardation which cover some aspects including the methods used by the teacher, the principles of the methods applied, activities conducted in the methods applied, and the teacher's and students' roles.

The design of this research was a case study. This research was conducted at SMPLBN Kedungkandang, Malang. The subject of this research was the VIII C class which consists of five students with mild mental retardation and the teacher who teaches English in VIII C class. The data of this research were obtained through class observation during three meetings and interview with the English teacher.

The result showed that the method used by the teacher during three meetings was Grammar Translation Method (GTM). There were some principles of GTM appeared in the teaching and learning process: student's native language is the medium of instruction, the goal of GTM is to make the students able to translate one language into another language, and the ability to communicate in the target language is not the goal of foreign language instruction. The activities conducted in the classroom were mainly translation. The teacher is the authority in the classroom and the students' role is to follow the teacher's instruction.

Based on the result of this study, the writer offers suggestion for the school to provide teaching assistance to help the teacher teach mild mental retardation class. Next, the English teacher needs to apply other teaching methods and maximize the use of media. Lastly, it is also recommended for the future researchers to conduct more detailed study in this area with different research design or different focus and also conduct the research with longer time in order to get satisfied findings.

ABSTRAK

Ayudeviana, Martha. 2015., **Analisis Metode dalam Pengajaran Bahasa Inggris untuk Siswa Tunagrahita**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dian Inayati.

Kata kunci: pengajaran bahasa Inggris, metode, tunagrahita

Bahasa Inggris adalah salah satu bahasa yang paling menonjol di dunia. Bahasa Inggris telah digunakan untuk tujuan tertentu seperti dalam bisnis, politik, dan pendidikan. Di Indonesia, bahasa Inggris tidak hanya diajarkan di sekolah umum, tetapi juga di Sekolah Luar Biasa. Mengajar bahasa Inggris sebagai bahasa asing bagi siswa penyandang cacat memberikan tantangan tersendiri karena pada dasarnya mengajar bahasa Inggris bagi siswa normal adalah sulit, terlebih bagi siswa tunagrahita. Penelitian ini bertujuan mendeskripsikan dan menganalisis metode yang digunakan oleh guru dalam pengajaran bahasa Inggris untuk siswa tunagrahita yang mencakup beberapa aspek meliputi metode yang digunakan oleh guru, prinsip-prinsip dalam metode yang diterapkan, kegiatan yang dilakukan dalam metode yang diterapkan, dan peran guru dan siswa selama proses belajar mengajar.

Desain penelitian ini adalah studi kasus. Penelitian ini dilakukan di SMPLBN Kedungkandang, Malang. Subjek penelitian ini adalah kelas VIII C yang terdiri dari 5 siswa tunagrahita ringan dan guru bahasa Inggris di kelas VIII C. Dalam penelitian ini, data diperoleh melalui observasi kelas selama tiga pertemuan dan wawancara dengan guru bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa metode yang digunakan oleh guru selama tiga pertemuan adalah Grammar Translation Method (GTM). Terdapat beberapa prinsip GTM yang muncul selama proses belajar mengajar: bahasa ibu siswa digunakan sebagai media pengajaran, tujuan GTM adalah untuk membuat siswa mampu menerjemahkan satu bahasa ke bahasa lain, dan kemampuan untuk berkomunikasi dalam bahasa target bukanlah tujuan pengajaran bahasa asing. Kegiatan yang dilakukan di dalam kelas yaitu menterjemahkan. Guru mempunyai otoritas di dalam kelas dan peran siswa adalah mengikuti instruksi guru.

Berdasarkan hasil dari penelitian ini, penulis memberikan saran kepada sekolah untuk menyediakan guru pendamping untuk membantu guru yang mengajar kelas tunagrahita ringan. Berikutnya, guru bahasa Inggris perlu menerapkan metode pengajaran lain dan juga memaksimalkan penggunaan media. Terakhir, disarankan bagi peneliti selanjutnya untuk melakukan penelitian yang lebih detail dalam area ini dengan desain penelitian yang berbeda atau fokus berbeda dan melakukan penelitian dalam waktu yang lebih lama agar mendapatkan hasil yang memuaskan.

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CHAPTER I

INTRODUCTION

This chapter presents the general overview of the research which consists of the background of the study, problem of the study, objective of the study, and definition of key terms.

1.1 Background of the Study

Nowadays, one of the most outstanding languages in the world is English.

Lauder (2008) claims that English is chosen as a language used widely in a global communication. Not many people around the world know that Arabic, Chinese, French, Russian, and Spanish are international languages, but most people know that English is. Samida and Takahashi (2010) say that today, more people in the world speak English than French, and there are more non-native English speakers than native English speakers, making English a world language.

English has also been used for specific purposes such as in business, politic, education, etc. This statement is supported by Sharifian (2009) who believes that by choice or force, English has been played an important role for various purposes in human lives. With regard to its importance in education aspect, English is thus taught in schools around the world, including in Indonesia.

This statement is supported by Richards (2006) who argues that the need to communicate in English in a good way has created a huge development of English teaching around the world. In Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006) and Kurikulum 2013 (Departemen Pendidikan

Nasional, 2013), English has been taught as a compulsory subject in junior high school and senior high school levels.

English is not only taught in regular schools, but also implemented in special schools. Menteri Pendidikan Nasional (2006) states that the structure of curriculum is developed for students with physical, emotional, mental, intellectual, and/or social impairment based on the competence standard of the school's subject. Referring to Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006) for special schools, English is treated as a compulsory subject.

Menteri Pendidikan Nasional (2006) claims that there are two categories of disability students used as a parameter to decide the structure of curriculum that will be implemented in special schools. The first category is disability students without intellectual disorder. The types of disability that belong to disability students without intellectual disorder are visual impairment, hearing impairment, physical/motor disabilities, and emotional and behavioral disturbance. In this regard, the national standard curriculum implemented in regular schools can also be implemented for disability students without intellectual disorder because these type of disability students are intellectually possible to follow the standard curriculum. The second category is disability students with intellectual disorder. The types of disability that belong to this category are mild mental retardation, moderate mental retardation, moderate physical/motor disabilities, and multiple handicapped. Disability students with intellectual disorder need specific and thematic curriculum. Therefore, special schools for disability students with

intellectual disorder are given an autonomy to design a specific curriculum based on the students' needs and abilities.

Teaching English as a foreign language for students with disability gives several challenges because teaching English to normal students is naturally difficult, not to mention students with mental retardation. According to American Association on Mental Deficiency (1983), mental retardation is a condition of below average intellectual followed by deficits in adaptive behavior during the developmental period. World Health Organization (1996) defines mental retardation as an incomplete development of intellectual that is easily noticed during the developmental period. Moreover, Child Assessment Service (2008) defines mental retardation as a condition during developmental period (0-18 years old) where a child's intelligence and behavior are below average if compared to their peers. Based on some definitions above, mental retardation can be defined as below average development of intellectual during child's developmental period (0-18 years old) which is followed by deficits in adaptive behavior.

Djuwairiah (2014) believes that one of the biggest challenges for professional educators is in providing students' need for special education.

Terman, *et al.* (1996) say that there has been several methods to teach disability students, but the methods that exist may not be appropriate and effective to teach them.

Some studies on teaching methods for students with learning disability have been conducted. However, the study that focuses on teaching methods for students with mental retardation is limited. One of the studies that focuses on

teaching methods for students with disability was a study by Rudelic (2012) who analyzed the placement, services, and teaching methods for students who are deaf and compared them to non-deafness students. The result showed that the placement, services, and teaching methods for those two groups of disability students have very different focuses. For non-deafness students, the placement, services, and teaching methods focus more on instruction and teaching functional skills, while for students who are deaf, the focus is more on teaching based on child's specific needs and collaborating instruction between teachers. Most of the studies about students with mental retardation focus on the teaching and learning in general cases, such as a study by Pocock (2006) who investigated the notion of teaching academic skills to students with mental retardation focusing on its historical forces claims that students with mental retardation should not be taught academic skills. The result showed that there are no moral, legal or educational reasons why students with mental retardation should not be taught academic skills.

Related with the topic of the research conducted, two studies have been conducted on the teaching of English for students with mental retardation. The focuses of their studies were quite similar: both focused on teaching vocabulary for mentally retarded students. The first case study was by Kurniawati (2013) focusing on the process of teaching and learning English vocabulary for children with mental retardation and the problems appeared in teaching and learning process. The result showed that in the teaching and learning process, the methods used by the teacher was Communicative Language Teaching, the technique used

was question and answer, the media used was concrete objects found in surrounding, and the evaluation used was oral and written test. For the problems appeared during the teaching and learning process, it was found that students had different abilities and need long time to finish one topic. The second one was a descriptive study by Amalia (2014) focusing on the teacher's and students' activities in teaching and learning vocabulary for mentally retarded students.

Although she did not mention the result of her study about teacher and students' activities during teaching and learning process explicitly, she presented the result covering her objectives of the study including the syllabus used by the teacher which was topic-based syllabus, the material given was lighter, the techniques and methods used were question and answer, explanation, discussion, Grammar Translation Method, and Total Physical Response, and the evaluation used was oral and written test.

This research investigated the methods in teaching English for students with mental retardation. The biggest interest to investigate these students rather than students with other disabilities is because teaching students with mental retardation is the challenges for the teachers to handle students with below average intellectual and responsible to make this category of students be able to understand foreign language that is naturally difficult to be mastered even for normal students. This research not only focuses on certain skills, such as teaching speaking, teaching writing, etc, but it was focused on the teaching integrated English.

This research is limited to analyze the methods used by the eighth grade of

teacher in teaching English for students with mental retardation at SMPLBN Kedungkandang, Malang which cover some aspects including the methods used by the teacher, the principles of the method applied, the teaching and learning activities conducted in the methods applied, and the teacher's and students' roles played in teaching and learning English for students with mental retardation. This school was chosen due to its achievements in academic and non-academic aspects, such as one of mental retardation student of SMPLB N Kedungkandang got silver medal in 100 meter running tournament. SMPLB N Kedungkandang is qualified as one of the good special schools referring to its B accreditation and as the only junior high schools for disability students that has a state status in Malang (Dinas Pendidikan Malang, 2014). SMPLBN Kedungkandang teaches English to their students since in the first grade and it is taught once a week routinely. The curriculum is designed by the school based on the students' needs and abilities. The English teacher who teaches English at SMPLB N Kedungkandang is a homeroom teacher that teaches all of school's subjects including English. This research focused on the eighth grade of mild mental retardation because the school provides the eighth grade to be investigated by considering that teaching and learning process of other classes were interrupted by some school's activities, such as final test and national examination.

This research is worth conducting due to the benefits it may gain. For the school, it is expected that this research would help the school to maximize the teaching English for students with mental retardation. The second is for teachers, it is expected that this research would be useful for teachers to apply appropriate

methods in teaching English for students with mental retardation and help the teacher to create and apply appropriate learning activities for the students.

1.2 Problem of the Study

The problem of this research can be formulated as follow:

“What are the methods used by the teacher in teaching English for students with mental retardation?”

1.3 Objective of the Study

Based on the problem of the study, the objective of this research is:

“To describe and analyze the methods used by the teacher in teaching English for students with mental retardation.”

1.4 Definition of Key Terms

From the background of the study that described above, there are some statements that will be identified in this research as follows:

1. Teaching English: Impart knowledge to students with creating appropriate condition for students to acquire English subject easily with the support of specific media, text books, or apply appropriate method. (Adapted from Brown, 2000; Holesinska, 2006; Oxford Dictionary, 2015)

2. Method: Systematic process of classroom presentation to achieve learning objectives. (Brown, 2000)

3. Mental Retardation: Below average development of intellectual during child’s developmental period (0-18 years old) followed by deficits in adaptive

behavior. (Adapted from American Association on Mental Deficiency, 1983;
World Health Organization, 1996; Child Assessment Service, 2008)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature relevant to this research which consists of methods in teaching English, mental retardation, special education in Indonesia, and previous studies on the teaching of English for students with mental retardation.

2.1 Methods in Teaching English

Method is one of important elements in teaching English. According to Brown (2000), there are three hierarchical elements in the language teaching which consists of approach, method, and technique. Those three elements have associated roles to teach foreign languages successfully.

Brown (2000) further argues that approach is a set of theories about language, learning, and pedagogical settings. An approach refers to description of how people acquire language and present the condition that can be appropriate to encourage successful language teaching (Harmer, 2000).

Another element in language teaching is method. Larsen - Freeman (2000) defines method as a set of fixed pattern which helps to understand an abstract rule in the language teaching. In detail, Brown (2000) specifies the definition of method as a systematic process of classroom presentation to achieve learning objectives. A method primarily focuses on teacher and students' role and behavior, and secondarily focuses on some features, such as objectives, procedure, and materials.

The last element in language teaching is technique. Technique consists of various types of exercises, activities or tasks used in the classroom to achieve learning objectives (Brown, 2000).

In teaching English, the implementation of appropriate method is important to achieve learning objectives successfully. To choose an appropriate method, teachers should consider some aspects including the characteristics of each method, classroom condition, and students' abilities and characteristics.

There are several methods to teach English, each of which has different objectives and characteristics. Those methods in teaching English will be discussed more in the next section.

2.1.1 Teaching Methods

The methods explained below are the most common methods which have been used in teaching English over the years as follows:

1. The Grammar Translation Method (GTM)

GTM focuses on grammatical rules as the basis in translating the native language into the target language (Brown, 2000). There are some principles of

GTM. Based on Richards and Rodgers (1986), in GTM, students' native language is the medium of instruction that it is used to explain new items. Moreover, Larsen - Freeman (2000) states that the goal of GTM is to make the students be able to translate one language into another language. She further elaborates that in GTM, the ability to communicate in the target language is not the goal of foreign language instruction.

In addition, Krashen (1982) also presents some other principles of GTM.

The use of target language in the classroom is limited, because classroom is taught in the native language. In GTM classroom, teacher explains the grammatical rules and gives its example, and the students are asked to memorize and apply those rules in other examples. In GTM classroom, vocabulary is presented in the target language and its translation in the native language. Larsen – Freeman (2000) mentions that in GTM, the teacher is the authority in the classroom while the students' role is doing what the teacher says.

Larsen - Freeman (2000) points out some common activities used in GTM classroom, such as translation of text, written exercises, reading comprehension's question, fill in the blank, and vocabulary memorization. In this method, students are often drilled through written exercises to translate a reading passage from target language into students' native language.

2. The Direct Method

According to Larsen - Freeman (2000), Direct Method views that languages should be spoken rather than written. She elaborates that the basic rule of the Direct Method is there is no translation allowed because this method is aimed to make students learn how to communicate in the target language. Brown (2000) argues that in Direct Method, second language learning should be taught closely like the first language. In introducing a new material, the teacher presents it through oral introduction or demonstrates it using realia or pictures without give direct translation. In addition, In Direct Method, the teacher has the role to direct the whole class activities (Brown, 2000). Teacher and students are more like partners in the teaching and learning process.

Richards and Rodgers (1986) specify some principles of Direct Method as follows: target language is used to conduct classroom instruction, because students' native language is not allowed to be used in the classroom. The Direct Method only introduces vocabulary and sentences used in everyday life. In this method, teacher explains some grammatical rules and gives its example, while students are asked to make examples based on the grammatical rules explained.

Larsen - Freeman (2000) mentions that there are some activities conducted in Direct Method. Most activities in this method focus on the development of students' vocabulary and speaking skills, such as reading aloud, question and answer, conversation practice, fill in the blank, and dictation.

3. The Audio Lingual Method

Audio Lingual Method views language as several different levels of the unique system that has different patterns, such as phonological, morphological, and syntactic. (Larsen - Freeman, 2000). Harmer (2000) argues that Audio-Lingual Method uses the stimulus-response-reinforcement model to create good habits in language teaching. According to Larsen - Freeman (2000), in this method, a teacher has the role to direct and control students' language behavior and is responsible to provide a good model to be imitated by the students, while the students has the role as imitator who follow the teacher's directions and respond it as accurate as possible.

Brown (2000) presents some principles of Audio-Lingual Method. In Audio-Lingual Method, new material which consists of vocabulary is presented in the form of dialogue. In this method, students usually depend on copying and

memorizing a set of phrases. In Audio-Lingual Method, there is limited or no grammatical explanation because this method emphasizes more on oral and aural skills characterized by much use of tapes, language labs, and visual media, and more attention is given to pronunciation.

The types of activities in Audio-Lingual Method classroom include dialogue, drill, repetition, and memorization (Larsen - Freeman, 2000). According to Krashen (1982), there are four types of basic drills in Audio-Lingual Method including simple repetition, substitution, transformation, and translation.

4. Community Language Learning (CLL)

In CLL, students are usually treated as a “group” not as a “class” (Brown, 2000). CLL views learning as a social process to develop self-independence.

Larsen - Freeman (2000) says that students in CLL classroom are expected to have responsibility for their own learning and learn how to learn from other people, because learning objectives are achieved collaboratively.

Larsen - Freeman (2000) points out some principles in CLL. In the beginning of the lesson, students have conversation activities conducted in their native language. In CLL classroom, the teacher offers help and gives advice for students through providing conducive environment where the students can learn and grow successfully. For example, the teacher helps students to express what they want to say in the target language by providing the translation. In CLL classroom, a teacher has a role as a “counselor” who focuses on students’ needs.

Based on Harmer (2000), teacher’s main job is to “facilitate” rather than to “teach”. According to Larsen - Freeman (2000), in CLL, the students are depend

to the teacher, but as the students continue to study, they become independent by the time.

Larsen - Freeman (2000) presents that there are some activities conducted in CLL classroom, such as group work, recording target language conversation, transcription, reflection on experience and observation, reflective listening, and free conversation. The most typical activity in CLL classroom is a group of students seated in a circle and the teacher is on the outside of that circle.

In the beginning of activity, the students can say what they want to say in their native language, while the teacher as a counselor translate it into the target language and the students repeated it as accurate as possible. This type of conversation will continue until the students understand how to make an utterance in the target language. The conversation can be recorded and used later for listening.

At the end of the lesson, students will discuss and collect new information about the language they have learned. In CLL, there is a reflection time to know student's feeling and comments toward the activity conducted. If expected, the counselor can give explanation about some certain linguistic rules. There is no textbook used in CLL classroom because the materials are developed based on the students' progress.

5. Suggestopedia

The founder of Suggestopedia, Georgi Lazonov believed that human brain can process great quantities of material if the right condition is given, such as relaxation. Thus, Lazonov created a method that uses music as the basis in

learning (Harmer, 2000). Music is used to provide relax condition to get maximum absorption of material given (Brown, 2000). The important aspects in Suggestopedia are the teachers' sympathy and the way they treat students.

According to Richards and Rodgers (1986), the primary role of a teacher in Suggestopedia is to create most suitable situations for students and present the material in appropriate ways to encourage positive reception.

Larsen - Freeman (2000) points out some principles of Suggestopedia. In Suggestopedia, students are given the dialogue in the target language and its translation in the native language. Thus, Suggestopedia classroom is characterized by bright and cheerful decoration of classroom. In suggestopedia, the most important parts to enhance learning are the classroom atmosphere and its physical condition (Harmer, 2000).

There are some activities commonly used in Suggestopedia, such as discussion, question and answer, role play, and listening exercises under deep relaxation. According to Harmer (2000), Suggestopedia has three main sections of lesson: the first section is oral review section in which the previous material is used for discussion activity. The second section is presentation and discussion of a new dialogue material and its native language equivalent. And the last section is "séance" or "concert" session, where the students listen to relax music, while the teacher reads a new dialogue material and makes it synchronal with the music. At the end of this session, students can leave the class silently.

6. The Silent Way

Silent Way views language as the unique features of expression, thought,

feelings, and perceptions presented by a group of people (Larsen - Freeman, 2000). She further explains that in the Silent Way, students should be able to use language to express themselves, such as express their thought, perceptions, and feelings. Silent Way emphasizes on the personal development of independence, autonomy, and responsibility in discovery learning.

Larsen - Freeman (2000) specifies some principles of Silent Way. In the Silent Way, the teacher sets up the situations focusing on students' attention to the language structures. Here, the teacher controls students' production through non-verbal communication (gestures). Brown (2000) says that Silent Way is characterized by the problem solving in learning where the students have to work together to solve a particular problem. Moreover, Harmer (2000) points out that in the Silent Way, teacher has a role as a "stimulator" characterized by the teacher's behavior that says as little as possible in the classroom, while students should produce language as much as possible to solve the problem.

There are some common activities conducted in the Silent Way classroom. Brown (2000) argues that the types of activities in the Silent Way classroom include students' responding to command or request given, question and answer, and visual cues.

7. Total Physical Response (TPR)

The basic idea of TPR is the relationship between language teaching and physical activity (Brown, 2000). In TPR, the teacher has an active and direct role or it can be assumed that the teacher is the director of students' behavior and the students has the role as "actors" who listen and perform the direction. According

to Larsen - Freeman (2000), TPR emphasizes more on vocabulary and spoken language.

There are some major principles in TPR classroom. Larsen - Freeman (2000) elaborates that in the beginning of the lesson, the teacher gives modeling by asking students to respond to a particular request together with the teacher's guidance. In the next section, students can demonstrate their own understanding to perform a particular command by themselves. In addition, Krashen (1982) points out that in TPR classroom, students do not ask to use the target language until they are ready to use it.

Richards and Rodgers (1986) specify some common activities conducted in TPR classroom. TPR uses imperative drills to elicit physical action, because non-verbal response is necessary to know students' understanding. In TPR classroom, conversation and other activities such as role play are given after the students gain confident in speaking.

8. The Natural Approach

Natural Approach views communication is the primary aspect of language. According to Richards and Rodgers (1986), Natural Approach is aimed to achieve basic personal communication skills used in everyday situations. This method focuses more on meaning rather than form. In Natural Approach, the teacher has a role to provide comprehensible input in the target language that is easy to understand by the students (Brown, 2000). The teacher is the source of students' input and the creator of a stimulating and interesting variety of classroom activities, such as games, skits, and small group work.

Krashen (1982) presents some principles of Natural Approach. In Natural Approach classroom, the teacher speaks in the target language, while students are allowed to use either the target language or native language. Based on Richards and Rodgers (1986), the materials used in Natural Approach classroom are dominated by realia rather than text books in order to encourage comprehension and communication. The teacher usually focuses on objects in the classroom and on the content of pictures.

Brown (2000) defines the three stages of common activities conducted in Natural Approach. The first stage is preproduction or the development of listening comprehension skills. The second is the early production stage characterized by students' errors seen as common thing in learning language. In this stage, the teacher focuses on meaning rather than form. And the last stage involves more complex games, role plays, open-ended dialogue, discussion, and small group activity. All the activities in the last stage emphasize on fluency.

9. Presentation Practice Production (PPP)

According to Harmer (2000), PPP refers to a specific method that focuses on oral skills. In the initial stage, oral skills in PPP emphasize more on repetition than production.

There are some characteristics in PPP classroom. Harmer (2000) points out that in PPP, students often practice the language through choral repetition, individual repetition, and cue-response drills. In PPP classroom, the teacher introduces a contextualized situation of language that will be taught.

Harmer (2000) states that as its name, PPP is divided into three phases of

activities include presentation, practice, and production. In the presentation, the teacher presents the material through the use of a text, audio tape or visual media to demonstrate the situation. In this phase, the teacher has a role as “controller”.

The second phase is practice in which the students practice to say or write the language structure correctly. In this phase, teacher has the role to direct activity, give positive feedback, correct students’ mistakes, and provide the correct model for students. The typical activities in this phase include repetition drills, multiple choice exercises, and gap and cue exercises.

The last phase of PPP is production. In this phase, students are asked to use the new language to produce oral or written texts. For example, students are asked to make their own sentences using the new language they have learned. The typical production activities include dialogue, oral presentations, and production of sentences or paragraph.

10. Communicative Language Teaching (CLT)

Larsen - Freeman (2000) states that CLT views language is mainly used for communication. This method emphasizes on the appropriate use of language for various purposes in a variety of communication contexts and real-life situations (Harmer, 2000). The most important thing in CLT is the successful achievement of communication performed by the students, because CLT focuses on language function rather than on grammar or vocabulary.

There are some principles of CLT classroom. Larsen - Freeman (2000) claims that in CLT, the use of students’ native language is allowed, but the target language should be used as much as possible. The target language is not only used

in communicative activities, such as discussion or question and answer, but also to explain the material. Other principles of CLT are the teacher has the role to facilitate communication in the classroom and is responsible to provide appropriate situations to encourage communication (Larsen - Freeman, 2000). She also argues that the students have the role as communicators who trying to make themselves understand and understanding others.

Larsen - Freeman (2000) presents some activities conducted in CLT. Classroom activities in CLT usually involve students in real communication, such as scrambled sentence where the students are asked to arrange scrambled sentences into the correct order, students comparing sets of pictures and finding similarities and differences, discovering missing features in a map or picture, and problems solving. There are also social interaction activities including conversation and discussion session, dialogues and role plays, and debates.

11. Task-Based Language Teaching (TBLT)

Larsen - Freeman (2000) argues that the goal of TBLT is to provide natural context of language for the students. For example, the opportunity to interact each other will appear naturally when the students are given the task. She further explains that in TBLT, the teacher has responsibility to make correction and give suggestion toward students' performance

According to Nunan (2004), there are some principles of TBLT. TBLT emphasizes on learning to communicate in the target language through interaction.

In TBLT classroom, students not only focus on language, but also on the learning process. Other principles of TBLT classroom are the use of authentic texts and the

languages used in the classroom are associated with the language used outside the class.

Larsen - Freeman (2000) defines three types of activities in TBLT classroom. The first is an information gap activity which is involving students in the exchange of information. The second is an opinion gap activity in which the students are asked to give their personal preferences, feelings, and/or opinion. And the last is information gap activity in which the students are asked to complete some information such as fill in the blank.

12. Eclectic Approach

Mellow (2002) states that eclecticism principle is a desirable, coherent, and pluralistic approach combining a variety of different learning activities depending on students' needs. Moreover, Popova (2002) explains that Eclectic Approach is a process to correct the imperfections of a specific method, syllabus, material, and technique in order to achieve positive outcomes from the students.

There are some principles of Eclectic Approach. In Eclectic Approach, the teachers are allowed to combine some techniques and activities from similar set of approaches and methods to be applied in the classroom, rather than following one specific method. The teachers decide what method that will be implemented based on the lesson objectives and students' condition.

It would be concluded that method is one of important elements in language teaching. However, not all methods can be applied in the classroom successfully. Thus, to choose an appropriate method, the teachers have to understand their students' characteristics and needs.

The methods in teaching English previously discussed may also be used to teach disability students. One of the categories of disability students is students with mental retardation that will be discussed in the next section.

2.2 Mental Retardation

There are some definitions of mental retardation. According to American Association on Mental Deficiency (AAMD) (1983), mental retardation is a condition of below average intellectual followed by deficits in adaptive behavior during the developmental period. World Health Organization (WHO) (1996) defines mental retardation as an incomplete development of intellectual that is easily noticed during the developmental period.

Furthermore, Child Assessment Service (2008) defines mental retardation as a condition during developmental period (0-18 years old) where a child's intelligence and behavior are below average if compared to their peers. Based on some definitions above, mental retardation can be defined as below average development of intellectual during child's developmental period (0-18 years old) which is followed by deficits in adaptive behavior.

People with mental retardation have limitation in taking care of themselves, communication skills, and social skills. National Information Center for Children and Youth with Disabilities (NICHCY) (2002) states that person with mental retardation also has limitation in mental functioning. The limitation in mental functioning makes mentally retarded people learn slowly than their age peers.

Because of those limitations, thus, through guidance, at least they are

expected to be able to handle their basic daily activities individually. People with mental retardation have different level of achievement in some certain skills (AAMD, 1983). Their achievement in those skills is based on the level of mental retardation they suffer that will be discussed more in the section below.

2.2.1 Classification of Mental Retardation

Child Assessment Service (2008) classifies mental retardation into four categories including mild, moderate, severe, and profound mental retardation, whereas WHO (1996) classifies mental retardation into six categories including mild, moderate, severe, profound, other, and unspecified mental retardation.

According to WHO, there are two other categories of mental retardation which are not mentioned in Child Assessment Service including other and unspecified mental retardation. The classification of mental retardation can be elaborated as follows:

1. Mild Mental Retardation

People with mild mental retardation face some obstacles during their developmental period. People who have the IQ range from 50 to 69 are indicated to have mild mental retardation (WHO, 1996). During pre-school, their overall development is slower than their peers, such as slow acquisition of language.

Mildly retarded people usually have speech problems that may persist into adult life. Generally, mildly retarded people can acquire daily living skills and independence in taking care of themselves, such as eating, washing, and dressing.

According to Child Assessment Service (2008), in adult life, mildly retarded people can acquire social skills. In adult life, they can integrate with

social life or community. People with mild mental retardation can normally achieve the ability to use speech for everyday purposes, and how to hold conversation. People with mild mental retardation can also do simple practical work and have potential to involve in the work area.

The main difficulties of people with mild mental retardation are in academic aspects, because usually they have particular problems in reading and writing. However, mildly retarded people can be helped by education designed to develop their skills.

The treatment needs and the behavioral, emotional, and social difficulties of mildly retarded people are relatively similar to the normal people rather than to other categories of mental retardation (Child Assessment Service, 2008). Sometimes, associated conditions, such as autism, other developmental disorder, and epilepsy are found in varying proportion of mild mental retardation.

2. Moderate Mental Retardation

There are some difficulties faced by moderately retarded people. WHO (1996) demonstrates that people with moderate mental retardation have the IQ range from 35 to 49. Unlike people with mild mental retardation, moderately retarded people need guidance to acquire self-care and motor skills. They have limited achievement and slow development of comprehension and the use of language. In academic area, moderately retarded people tend to be slower than mildly retarded people.

The characteristics of people with moderate mental retardation can be seen from their achievement in adult life (Child Assessment Service, 2008). In adult

life, usually they are able to do simple practical work if the tasks are carefully structured and skilled supervision is provided. Unlike mildly retarded people, people with moderate mental retardation rarely achieve complete independence living as adult.

3. Severe Mental Retardation

This category of mental retardation is mostly similar with moderate mental retardation in terms of the clinical aspect and associated condition, such as the supervision is needed to achieve self-care and motor skills. According to WHO (1996), people with moderate mental retardation have the IQ range from 20 to 34.

Child Assessment Service states that severely retarded people are characterized by motor / physical disabilities or other associated disabilities which indicate mal-development of central nervous system. Severely retarded people have more serious motor disabilities if compared with moderately retarded people, therefore, due to their serious motor disabilities, they need more specific guidance.

4. Profound Mental Retardation

WHO (1996) defines that the IQ of people in this category is under 20 which means that people with profound mental retardation have serious limited ability in understanding requests or instructions. People in this category have little or no ability in taking care of their own basic needs, such as eating, dressing, etc.

People with profound mental retardation need an intensive training and guidance in various aspects to acquire their basic needs in daily life (Child Assessment Service, 2008). Unlike the three categories of mental retardation

above, people in this category tend to have serious limitation in mobility, incontinent, and are only capable to understand very basic forms of nonverbal communication.

5. Other Mental Retardation

Based on WHO (1996), this category of mental retardation should be used only when the usual procedures of associated sensory or physical impairments, as in blind, deaf, and severely behaviorally disturbed or physically disabled people is particularly difficult or impossible to classify a specific type of disability.

Therefore, this type of disability is classified as other mental retardation.

6. Unspecified mental retardation

Unspecified mental retardation occurs when there is a diagnose evidence of mental retardation, but there is insufficient information that can be used to classify which categories of this mental retardation are (WHO, 1996).

Each category of mental retardation has different level of severity and it will affect on the achievement of some certain skills. Different classification of mental retardation present different focus that has to be thought primarily in order to help mentally retarded people to acquire certain skills.

This research will focus on the students with mild mental retardation because the school recommends mild mental retardation class to be investigated.

Although the main difficulties of students with mild mental retardation are in academic area, they still have capability in academic school work than other categories of mental retardation.

Mental retardation can be minimized if the causes of mental retardation are detected since the beginning. Thus, it is important to know what factors that may cause mental retardation.

2.2.2 Causes of Mental Retardation

The most common causes of mental retardation are presented as follows:

1. Genetic condition

NICHCY (2002) argues that mental retardation can be caused by genetic condition. This genetic condition is the result of the combination of parents' errors genes, abnormal genes inherited from parents, and chromosomal abnormalities.

2. Pregnancy and birth factors

Child Assessment Service (2008) reports that mental retardation can be caused by improper development of the baby during pregnancy and birth factors.

A woman who consumes alcohol or gets an infection like rubella during pregnancy is possible to have a baby with mental retardation. However, a baby may have mental retardation when he/she has problems during birth, for example when a baby does not get enough oxygen.

3. Health Problems

Mental retardation can be caused by some health problems, such as diseases like whooping cough, the measles, infections or brain injuries include meningitis and brain trauma. Other health problems that cause mental retardation is an extreme malnutrition, lack of medical care, and no protection to poisons like mercury (NICHCY, 2002).

4. Unknown Factors

The causes of mental retardation in most cases are unknown factors (Child Assessment Service, 2008). This unknown factor may be as the result of lack of awareness of mental retardation.

To be aware with mental retardation, it is important to know how to diagnose the person who has mental retardation that will be discussed in the next section.

2.2.3 Diagnosis of Mental Retardation

According to NICHCY (2002), there are two main things to diagnose people who have mental retardation. The first is intellectual functioning (IQ).

People with mental retardation can be diagnosed by their brain's ability to learn, think, and solve the problems. Intellectual functioning (IQ) measured by an IQ test, and the average score of normal IQ is 100. People with IQ score less than 70 to 75 are diagnosed to have mental retardation.

The second thing to diagnose people who have mental retardation is adaptive behavior or adaptive functioning. Adaptive behavior refers to persons' ability to live independently even though they do not have skill on it. There are some important skills in adaptive behavior including daily living skills (getting dressed, going to the bathroom), communication skills (understanding what is said and being able to answer a question), and social skills (interact with their friends, family members, adults, and others). To measure adaptive behavior, professionals take a look at what a child can do in his/her certain age and compare them to what other children of their same ages can do.

In Indonesia, disability students including students with mental retardation can be helped by special education, because the structure of special education is designed based on the students' needs.

2.3 Special Education in Indonesia

Wardhani (2006) says that there is no determination in the structure of school for children with special needs. Children with special needs can enroll kindergarten, primary, secondary, and higher education levels. There are four levels of special schools in Indonesia: kindergarten schools (two years), primary schools (at least six years), junior secondary schools (at least three years), and senior secondary schools (at least three years).

Wardhani (2006) reports that there are two type of school services for children with special needs. The first type is special school that provided only for students with special needs. In Indonesia, special school is usually abbreviated as SLB (Sekolah Luar Biasa). There are several types of special schools and each type of those schools is provided for different specific disability. To differentiate each type of special schools, usually each school or class use specific term as follows:

1. SLB – A: special schools for Visual Impairment
2. SLB – B: special school for Hearing Impairment
3. SLB – C: special school for Mild Mental Retardation
4. SLB – C1: special school for Moderate Mental Retardation
5. SLB – D: special school for Physical Impairment
6. SLB – E: special school for Emotional Social Behavior Difficulties

7. SLB – G: special school for Multiple Disabilities

8. SLB – M: Special schools for Autistic Children

From the explanation above, the special schools for students with mental retardation are SLB-C for students with mild mental retardation, and SLB-C1 for students with moderate mental retardation.

The second type of school services for children with special needs is inclusive education that allows children with special needs to attend regular schools and study in general classrooms with non-disability students.

Disability students need special education because they need specific guidance in education aspect. Special education tends to give great help for disability students to develop both academic skills and social skills to live in society (Menteri Pendidikan Nasional, 2006).

In special education, disability students are taught all subjects which are taught in regular schools. One of the subjects taught in special schools is English.

2.3.1 Teaching English in Special Schools

In Indonesia, English is taught not only in regular schools, but also in special schools as a compulsory subject in junior and senior high school levels (Nurhayati, *et al.*, 2008). Teaching English is an impart knowledge to students by creating appropriate condition for students to acquire the language (Brown, 2000).

In addition, Holensinska (2006) states that in teaching English, the teacher should be aware of students' weaknesses or difficulties and should be able to provide appropriate teaching method.

Furthermore, the implementation of teaching English in special schools is mentioned in Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006). English syllabus for special schools is mandated to the teacher.

The syllabus is applied based on students' needs. A different teacher may have different ways in applying the syllabus, because different types of disability students also have different needs. For example, the needs of students with visual impairment will be different with mentally retarded students.

Teaching English in special school is a good decision from the government. The development of English as an international language makes English become important to be learnt by all of the students, not to mention by disability students even though they only capable to learn the basic English.

Due to its importance, the government involves English as one of the subjects taught in all school levels whether in regular schools or special schools including elementary schools, junior high schools, and senior high schools. In Indonesia, the teaching English for special schools is mentioned in the curriculum.

2.3.2 Curriculum of Teaching English in Special Schools

In Indonesia, the curriculum implemented in national education is Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006).

The re-implementation of Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006) in the second semester of academic year of 2014/2015 is because the government officially suspended the implementation of Kurikulum 2013 (Widhiarto, 2014).

Menteri Pendidikan Nasional (2006) mentions that the structure of

curriculum for special education is developed for students with physical, emotional, mental, intellectual, and/or social impairment. Curriculum for special schools consists of eight until ten subjects, local content, special program, and self-development. Furthermore, Menteri Pendidikan Nasional (2006) classifies categories of disability students used as a parameter to decide the structure of curriculum that will be implemented in special schools into two categories as follows:

1. Disability Students without Intellectual Disorder

The first category is disability students without intellectual disorder. The types of disability that belong to disability students without intellectual disorder are visual impairment, hearing impairment, physical/motor disabilities, and emotional and behavioral disturbance. In this regard, the national standard curriculum implemented in regular schools can also be implemented for disability students without intellectual disorder because these types of disability students are intellectually possible to follow the standard curriculum.

According to Menteri Pendidikan Nasional (2006), the standard competence and basic competence of general subjects (Bahasa Indonesia, Math, English, and etc.) in SDLB, SMPLB, and SMALB A, B, D, and E refer to standard competence and basic competence in regular schools appropriate for students' abilities and specific needs while the standard competence and basic competence of special program subject and skills are developed by the school.

2. Disability students with intellectual disorder

The types of disability that belong to this category are mild mental

retardation, moderate mental retardation, moderate physical/motor disabilities, and multiple handicapped (Menteri Pendidikan Nasional, 2006). Disability students with intellectual disorder need specific and thematic curriculum.

Therefore, special schools for disability students with intellectual disorder are given an autonomy to design a specific curriculum based on the students' needs and abilities.

The proportion of vocational skills subject for disability students with intellectual disorder is highlighted. The content of curriculum for students with intellectual disorder in SDLB, SMPLB, and SMALB C, C1, D1, and G focus more on skills to help themselves and basic skills to support students' independence (Menteri Pendidikan Nasional, 2006).

Here is the detailed structure of curriculum for disability students including mild mental retardation, moderate mental retardation, physical/motor disabilities, and multiple handicapped in special junior high school levels (SMPLB).

Table 2.1 Curriculum of SMPLB C, C1, D1, and G

Component	Grade and Time Allocation		
	VII	VIII	IX
A. Subjects			
1. Religious Education			
2. Civic Education			
3. Bahasa Indonesia			
4. English	10	10	10
5. Mathematics	(Thematic Approach)	(Thematic Approach)	(Thematic Approach)
6. Social Sciences			
7. Natural Sciences			
8. Art and Culture			
9. Physical Education and Sports			
10. Vocational skills/ TI *)	20	20	20
B. Local Content	2	2	2
C. Special Program **)	2	2	2
D. Self-development	2***)	2***)	2***)
Total	36	36	36

*) Vocational skills/technology information and communication is an optional. The development of vocational skills or information technology is mandated to school based on the potential of region potential.

**) Based on students' disabilities and needs.

2***) 2 hours Equivalence of teaching and learning process.

From the detailed curriculum for SMPLB C, C1, D1, and G, English is taught as compulsory subject and it is taught through thematic approach. Min *et al.* (2012) define thematic approach as one of teaching strategies that uses theme to create an active, interesting and meaningful learning. Thematic approach is the process to integrate the material with the whole aspects of children development, and students' social skills. It means that the teaching of English for disability students with intellectual disorder including mental retardation is based on students' development and abilities rather than students' learning achievement.

Teaching English in special schools seems to be more difficult than teaching English in regular schools. Therefore, the material presented through thematic approach can help students easier to understand the material because the material given is based on their condition and abilities.

There have been some studies conducted on teaching English at special schools. There are several types of disability students that can be investigated in the teaching English at special schools, such as students with mental retardation.

2.4 Previous Studies on the Teaching English for Students with Mental Retardation

Related with the topic of the research that was conducted, two studies have been conducted on the teaching of English vocabulary for students with mental retardation. The first previous study was a study by Kurniawati (2013) who

analyzed the process of teaching and learning English for children with mental retardation and the problem appeared in teaching and learning process. The objectives of her study were to describe the process of teaching and learning English and the problems appeared in teaching and learning process for children with mental retardation of the fifth grade students in SDLB-C Purwosari, Kudus.

There were four aspects of teaching and learning process investigated in her study including curriculum, methods, media, and evaluation system. The design of her study was a case study. Her data were collected by using observation and interview.

The result of her study showed that the teaching and learning process only introduced English in the form of simple words. In terms of teaching and learning process, the syllabus used by the teacher was topic-based syllabus, the method used was Communicative Language Teaching characterized by the involvement of students in teaching and learning process, the media used was concrete objects in surrounding, and the evaluation system used were oral and written tests.

The other result of her study was the problem appeared during teaching and learning process. The problem appeared during teaching and learning process was from the activity. There were some problems appeared such as different capability of students, students could not develop their initiation, students needed long time to finish one topic, and the students still depended on teachers to get new vocabulary. Kurniawati found that the material given during teaching and learning activity was lighter, and the teaching technique used was question and answer.

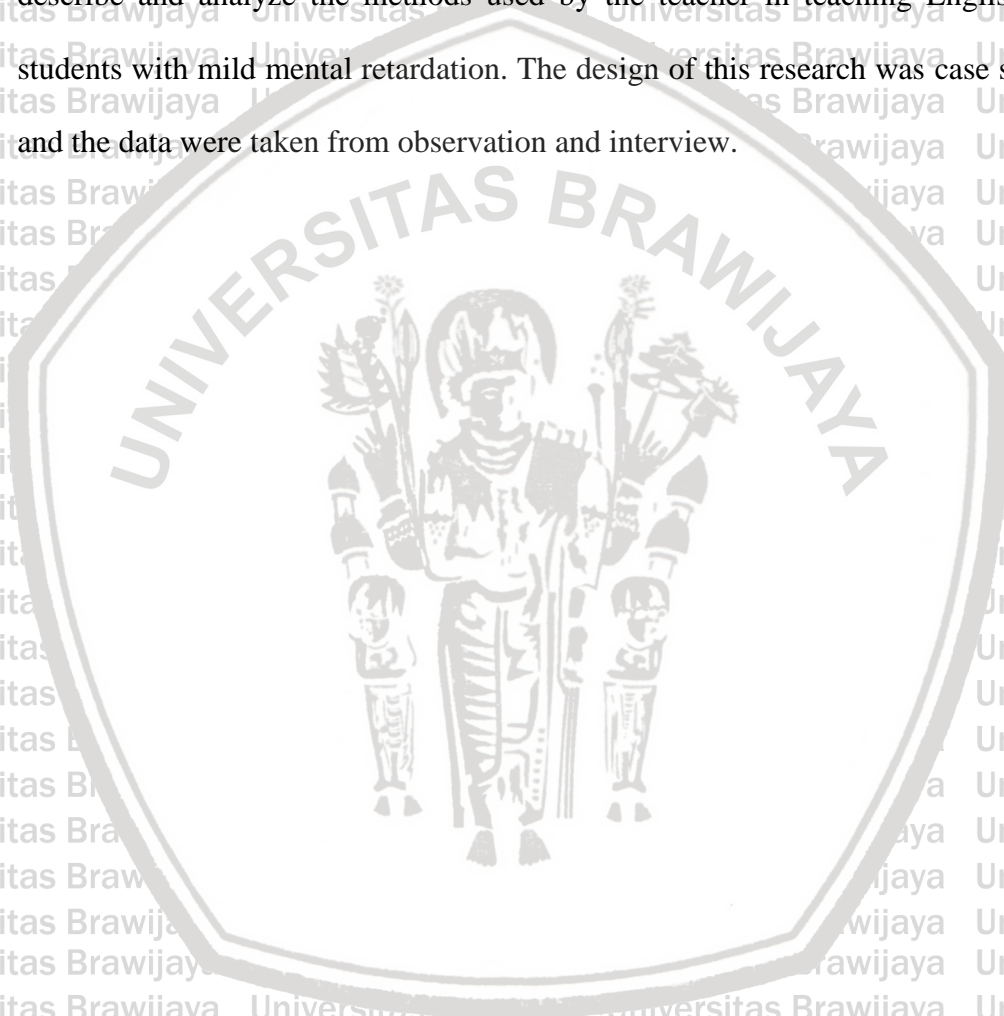
The second previous study was a study conducted by Amalia (2014) who analyzed the teacher's and students' activities during teaching and learning vocabulary for mentally retarded students. The objectives of her study were to find out students' activities in learning vocabulary and teacher' activities in teaching vocabulary for students with mental retardation in the seventh grade of SMPLB N Jepara in the academic year of 2013/2014. The design of her study was a descriptive study. The data were collected by using observation and interview.

Even though in findings she did not mention the students and teacher activities during the teaching and learning process explicitly, she presented the result covering her objectives of the study. It was found that in teaching and learning process, English vocabulary was introduced in the form of simple words, the syllabus used was topic-based syllabus, the material given was lighter, the methods and techniques used was Total Physical Response, Grammar Translation Method, discussion, question and answer, and explanation, and the evaluation system used were oral and written evaluation.

As in Kurniawati, Amalia's findings were quite similar except in the method used by the teacher. In Amalia, Grammar Translation Method and Total Physical Response were used to teach vocabulary for students with mental retardation. From those two previous studies, there are some methods used to teach vocabulary for students with mental retardation. So, this research is interest to analyze the methods in teaching integrated English for students with mental retardation.

The main difference between those two previous studies with this current

research is on the focus of the research. Those two previous studies focus on teaching vocabulary for students with mental retardation, while this research focuses more on the analysis of methods in teaching integrated English for students with mild mental retardation. The objective of this research was to describe and analyze the methods used by the teacher in teaching English for students with mild mental retardation. The design of this research was case study, and the data were taken from observation and interview.



CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research, which consists of research design, data sources, data collection, and data analysis.

3.1 Research Design

The design of this research is descriptive qualitative. Qualitative research focuses on the study of social phenomena (Hancock, *et al.*, 2009). Marshall and Rossman (2006) further explain that qualitative research is used to describe and document events, beliefs, attitudes, social structures, and processes that occur in social phenomena.

This qualitative research belongs to case study. According to Cohen, *et al.* (2007, p. 396), “case study strives to portray ‘what it is like’ to be in a particular situation, to catch the close up reality and ‘thick description’ of participants’ live experiences, thoughts or feelings toward a particular situation.” Case study looks at a case or phenomenon in a real-life context.

This research attempts to analyze and describe the methods in teaching English for students with mental retardation focusing on the methods, the principles of the method applied, the teacher’s and students’ roles, and the activities conducted in the methods applied during teaching and learning process.

The result of this research was reported in descriptive form which is characterized by dominant use of words rather than numbers.

To obtaining the data needed in this research, thus, the sources that can

provide information related to the objective of the research are needed. The data sources will be discussed more in the next section.

3.2 Data Sources

This research was conducted at SMPLBN Kedungkandang, Malang. SMPLBN Kedungkandang is located on JL. H. Ali Nasrudin 02, Kedungkandang, Malang. This school was chosen due to its B accreditation and its state status as the only junior high school for disability students in Malang (Dinas Pendidikan Malang, 2014).

This research was conducted at the eighth grade class of SMPLBN Kedungkandang because the school recommended the eighth grade to be investigated. This research analyzed VIII C class of SMPLBN Kedungkandang. Referring to the types of special schools, the term C means that this class is specifically provided for students with mild mental retardation. It focused on the students with mild mental retardation because there is only mild mental retardation category in the eighth grade of SMPLBN Kedungkandang.

The eighth grade of mild mental retardation class consisted of five students and the English teacher in this class was a homeroom teacher who taught all the subjects in the class. In addition, the biggest interest to investigate students with mental retardation is give challenges for the teacher who teaches students with mental retardation. The teacher is not only responsible to handle students with below average intellectual, but also is responsible to make this category of students be able to understand foreign language that is naturally difficult to be mastered even for normal students.

The data needed in this research were taken mainly from the observation of the teaching and learning process and interview with the teacher of VIII C, which will be discussed in the next section.

3.3 Data Collection

The data of this research were collected through observation and interview as follows:

3.3.1 Observation

In this research, observation was used to collect the data related to the phenomena happened in the natural settings directly. According to Cohen, *et al.* (2007), observation offers the opportunity for the researcher to gather data directly from natural social situations. Moreover, Hancock, *et al.* (2009) state that in observation, there are some instruments used for collecting data through observation including written description, video recording, photographs and artefacts, and documentation.

This observation was used to collect the data on the English teaching and learning process. This research observed the English teaching and learning process of students with mild mental retardation by focusing on the methods used, the principles of the methods applied, teacher's and students' role, and activities conducted. In SMPLBN Kedungkandang, English was taught once a week. In order to collect enough data, this observation was done in three meetings. This observation was conducted by taking the whole teaching and learning process in three meetings. In order to ease the processing of the data collection during observation, this research used written field note of the teaching and learning

process and other supporting tools, such as camera to collect the photos and record the video of the teaching and learning process.

3.3.2 Interview

Cohen, *et al.* (2007) say that interview enables participants either interviewers or interviewees to discuss their interpretations and express their own point of view. This research used semi structured interview or sometimes referred to as focused interview because this type of interview may give more detailed information about the topic. According to Hancock, *et al.* (2009), semi structured interview involves a set of open ended questions based on the topic areas covered.

Semi structured interviews also provide opportunities for both interviewers and interviewees to discuss the topic in detail.

In this research, interview was used to clarify the whole data obtained and to complete the data that could not be obtained from observation, such as the teacher's background, teaching experiences, etc. This Interview was used to collect the data by interviewing an English teacher of the eighth grade of mild mental retardation class by considering that the teacher had dominant role in conducting the whole class activities and it was impossible to interview the students because of their disabilities. The interview used in this research consisted of 25 questions (See Appendix 1) covering teacher's background, students' characteristics, methods used in the teaching and learning process, teacher's roles, that are classified in the table below.

Table 3.1 The Classification of Interview's Questions

No.	Topics of interview	Question item
1	Teacher's background	1, 2, 3
2	The importance of English	4
3	Syllabus	5, 6
4	Students' characteristics	7, 8, 9, 10
5	Teacher's roles	11, 12, 13, 14
6	Materials	15, 16, 17, 18
7	Methods	19
8	Activities	20
9	Media	21
10	Evaluation	22, 23, 24, 25

3.4 Data Analysis

The data collected from the observation and interview were analyzed by using interactive model by Miles and Huberman (1994). In the data analysis, the data were analyzed through three stages including data reduction, data display, and conclusion drawing and verification illustrated in the figure below.

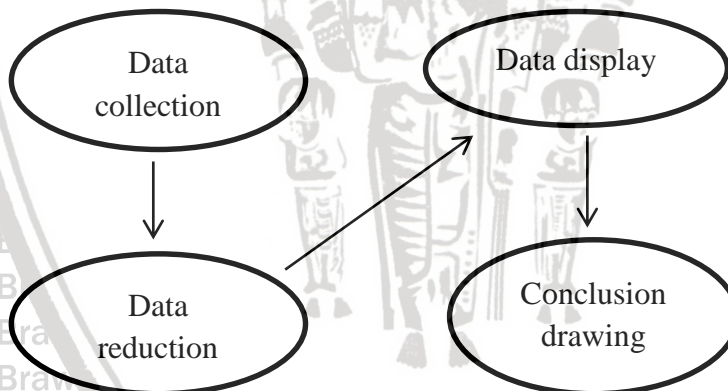


Figure 3.1 The interactive model adapted from Miles and Huberman (1994)

In data reduction, the data from the written field note or transcription of observation and interview were selected, simplified, and/or organized. The data reduction started during data collection period and continued until the final reports were collected. The next stage of data analysis was data display. In this stage, the data was classified based on its categories and displayed in the form of chart

consisting of the methods used, the principles of the method applied, teacher and students' role, and activities conducted in methods applied. The last stage of data analysis was conclusion drawing and verification. In this stage, the final data from observation and interview during the research were concluded to answer the problem of the study.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of the data obtained through observation and interview which consists of analysis of methods used by the teacher and discussion of the findings.

4.1 Finding

This section presents the findings of the data obtained through observation and interview. The data of this research were collected through observation during the teaching and learning process of English and interview with the English teacher to analyze the methods used by the teacher in teaching English for students with mental retardation. Based on the school's recommendation, the observations were conducted in three meetings: May 11th, 18th, and 25th of 2015 by referring to the school's schedule. The interview was conducted on June 4th 2015 after the observation was done in order to clarify and complete the data that could not be obtained from observation.

The analyses of the methods used by the teacher in teaching English for students with mental retardation were presented as follows:

4.1.1 Teaching Methods used by the English teacher

The students observed in this study were mildly retarded students of VIII C class of SMPLBN Kedungkandang, Malang. In SMPLBN Kedungkandang, English has been taught for students with mild mental retardation once a week

every Monday for two hours (2 x 45 minutes). In VIII C class, there were five students consisting of two males and three females. Based on the observation, each student has different characteristics of communication, learning, and behavior which are supported by the teacher's statement during interview as seen below:

Statement 1 (see Appendix 2, question no. 9)

"Most of the students can communicate in a good way whether with the teacher or their other friends. In VIII C class, there is one of the students named Intan who has a speech problem but she can understand what other people said in a good way. I and her other friends can also understand what she says because we are already used to getting along with Intan every day. Thus, her speech problem does not disturb her in learning because she still understands what others said even though she cannot speak the language properly."

Statement 2 (see Appendix 2, question 10)

"The five students have different characteristics in learning. Ulfa, Nikki, and Intan are able to follow the teaching and learning process while the rest of the students including Rivan, and Siti are still having difficulties in many ways such as they cannot use the dictionary properly."

The detailed characteristics of each student are illustrated in the table below.

Table 4.1 Characteristics of Students with Mild Mental Retardation at VIII C Class.

No.	Student's Name	Characteristics		
		Communication	Behavior	Learning
1	Ulfa	She can manage good communication with her classmates and teacher in a good way.	She always pays attention to teacher's explanation and instruction. She likes to do the task with sitting quietly.	She is an active student. If she finds difficulties, she will ask question to the teacher. She can use the dictionary properly.
2	Nikki	He can communicate with his classmates and teacher in a good way.	Compared to his other classmates, Nikki belongs to student with high ability in learning.	Nikki is a quite student. He can understand the instruction easily and sometimes he

Cont

			He always pays attention to teacher's explanation and instruction.	helps to explain instruction to his other friends. He can use dictionary properly.
3.	Intan	She has speech problem, but she still can manage good communication with others. The teacher and her classmates also can understand the way she communicates.	Intan is the type of student who is easily attracts by something. For example, she will laugh continuously when his friend does funny things. But, she will sit quietly when doing the task and after finished it, she likes moving around and makes conversation with her friends.	She is a passive student but she always pays attention to teacher's explanation and instruction. She can search the word in dictionary properly, but she does not know how to choose the appropriate translation.
4.	Rivan	He can communicate in a good way with his teacher and his classmates.	Rivan is the type of student who likes moving around and talking to his friend.	Rivan needs long time to rewrite the task. He still faces difficulties in memorizing the alphabet. He also does not know how to search the translation of a word in dictionary. But, when he does not know the material or instruction he will ask the teacher.
5.	Siti	Siti is a little bit introverts. She rarely communicates with her friends if her friends do not ask her first, but she can manage good communication with her teacher. She really trusts the teacher.	Siti is the type of student who is only sitting quietly and does not like to talk more.	The learning characteristics of Siti are similar to Rivan. She still finds difficulties in memorizing alphabet and does not know how to use dictionary.

From those five students, Siti and Rivan were students who faced the most difficulties in learning. In the teaching and learning process, the teacher gave more specific guidance to Siti and Rivan. By considering students' intellectual, based on the interview with the teacher, the structure of English syllabus used to teach this category of students is the syllabus for the fourth, fifth, and sixth grade of elementary schools (see Appendix 5).

The teacher's statement during interview can be seen below:

"The syllabus used for students with mild mental retardation is the English syllabus for the fourth, fifth, and sixth grade of elementary school and it is implemented based on students' ability and the material given is chosen carefully which can understand by the students." (see Appendix 2, question no. 5)

Moreover, according to the teacher, the text book used for students with mild mental retardation is also in line with the syllabus that is the text books for the fourth, fifth, and sixth grade of elementary school. The text book used is entitled "Buku Pintar Bahasa Inggris SD untuk Kelas 4, 5, dan 6", published by Wahyu Media (see Appendix 6). From those text books, the teacher carefully chose the material that can be understood by the students easily, such as the vocabulary commonly used in students' everyday life.

For this category of students, the teacher gave different treatment for some students, such as different way in evaluating students' achievement. During the interview, the teacher states that the passing grade for students with mild mental retardation is lower either from normal students or students with other disability, such as visual impairment. The passing grade for all mentally retarded students in VIII C class was the same, but the way the teacher gave score for each student were different. The teacher also gave different task in the midterm and final test based on students learning ability. The complete statement from the teacher during interview can be seen as follows:

Statement 1 (see Appendix 2, question no. 24)

"The standard in form of score is the same for all of students but the way to give score for each student are different because they have different ability. Thus, we make it appropriate with student's ability. For example, for Siti and

Rivan, the score 3 is mean that they are passed or get the standard but, for the other students like Ulfa and Nikki, if they got 3, it means that they are failed and do not meet the standard.

Statement 2 (see Appendix 2, question no. 25)

“The task for the students is usually differentiated based on students’ ability. Usually I prepared three types of task because if all the students are given the same task, the students that have more serious problem in learning including Rivan and Siti will be difficult to pass the standard score.”

This research was conducted in three meetings. The teaching and learning process during those three meetings were presented below:

3.1.1.1 Meeting I

The first meeting was done on May 11th 2015. The material given in the first meeting was about public areas and the media used by the teacher was dictionary. The detailed teaching and learning process during the first meeting were described in the sections below:

1. Pre - Teaching

In the beginning of the class, the teacher was greeting the students, asking students’ condition, and checking students’ attendances. All of the five students attended the class. Then, the teacher gave review about the previous material that is about “color” by giving some related questions, while the students answered those questions based on their understanding.

After giving the review, the teacher conducted a simple question and answer session related with the new material that was about public areas, for example: *“Kalau kalian ingin membeli baju, kalian pergi kemana?”* (If you want to buy clothes, where do you go?). After warming up, the teacher conducted some activities described in the next section below.

2. Teaching Activities

Based on the observation, after giving review and warming up related with the new material, the teacher explained the new material that was about public areas. The teacher used the native language (bahasa Indonesia) to explain the material and because the students are difficult to understand the explanation conducted in the native language, the teacher used mother tongue (Javanese language) to explain the material.

The task given in the first meeting was focusing on drilling students to translate the native language into the target language. Before giving the task, the teacher gave the example presented both in the native language and its translation in the target language. After giving the example, the teacher conducted the instruction in the native language in order to ease the students in understanding the instruction that is supported by the teacher's statement during the interview as follow.

"Students with mild mental retardation have the difficulty in understanding the instruction, thus the instruction is conducted in the language that the students are familiar with such as students' native language (bahasa Indonesia) or sometimes it may use mother tongue (bahasa Jawa) if the students are difficult to understand the native language." (see Appendix 2, question no. 12)

After the teacher conducted the instruction, the teacher gave chance for the students to ask question if they did not understand about the material or instruction. Some students asked the teacher about the translation of vocabulary related with the public areas. Then, the students were asked to translate some sentences related with public areas from the native language into the target language. The teacher gave eight questions related with public areas which

familiar with the students' real life, such as to translate the sentence "*Ulfa pergi ke toko membeli gula*" (*Ulfa goes to the shop to buy sugar*). The students then copied it into their task book and after finishing it, they started to translate it with using dictionary. The students did their task individually with the guidance from the teacher.

The students faced some obstacles when they did the task. The students needed a long time to copy the task into their task book especially for Rivan and Siti, because they were still difficult to memorize the alphabet. The students also needed a long time to translate the eight sentences into the target language because some of the students did not know how to search a translation of a word in the dictionary which is supported by the interview with the teacher as presented below:

"The students have limitation in memorizing. Thus, the teacher needs to re-explain the material. The students also have difficulty in using the dictionary and they need a long time to search the translation of a word in the dictionary.

For example, there was a student who searched the translation of "pasar" from the first page of the dictionary." (see Appendix 2, question no. 7)

Another difficulty faced by the students in using the dictionary was the students could not differentiate how to choose the best translation. For example, when there was a word that had more than one translation provided in the dictionary, such as "dia" that has some meaning in the target language including "he, she, him, and her", the students would write all those words if they were asked to translate it.

After the students finished their task, they collected their task to the teacher. The teacher made correction toward students' answer and if the students

made an error, the teacher asked to the other students about the correct answer and if they still did not know the correct answer, the teacher informed the correct answer.

3.1.1.2 Meeting 2

The second meeting was done on May 18th 2015. The material was about part of things that emphasized on natural context, such as the things that can be found in the house, car, or office, and the media used by the teacher was dictionary. The detail teaching and learning process during the second meeting were described in the sections below:

1. Pre – Teaching

In the beginning of the lesson, the teacher greeted the students, asked their condition, and checked their attendances. In this second meeting, Ulfa was absent because of sickness. Before continuing to the new material, the teacher gave a warming up by conducting conversation with the students related with the new material. The teacher gave triggering questions, such as “*Dapatkah kamu mencoba menyebutkan benda apa saja yang ada di dalam kelas?*” (Can you try to mention what things you can find in the classroom?). Then, the students answered those questions actively, but only Siti who was still quiet. Thus, the teacher asked Siti’s opinion too.

After giving warming up, the teacher started to explain the new material in the native language. Besides explaining the material, the teacher also gave the example of things that could be found in specific places, such as the things that can be found in the market and presented those both in the native language and the

target language.

After explaining the material, the teacher gave an individual task for the students as presented in the next section below:

2. Teaching Activities

Based on the observation, before giving the task, the teacher conducted the instruction in the native language and gave a chance for the students to ask question if they did not understand it. Some of the students asked the teacher to re-explain the instruction.

During the second meeting, there were two activities conducted in the classroom. The first activity was an individual task to make a list of vocabulary about the things that can be found in a specific thing or place in their native language. The teacher gave an easier task for the students who had more difficulty in learning compared to the other mildly retarded classmates. This is supported with the data from the interview with the teacher below:

“The task for the students is usually differentiated based on students’ ability. Usually I prepared three types of task because if all the students are given the same task, the students that have more serious problem in learning including Rivan and Siti will be difficult to pass the standard score.” (see Appendix 2, question no. 25)

Each student was given a different task as follows: Nikki was asked to make a list of the things found in the house, Intan was asked to make a list of the things found in the office, Rivan was asked to make a list about the parts of tree, and Siti was asked to make a list about the parts of car. The students were asked to find as much as they know by recalling their experience when seeing those specific things or places.

The second activity conducted in the second meeting was translation. After the students finished making the list of vocabulary about the things that could be found in a specific thing or place, they were asked to translate it into the target language. As in the first meeting, the task was used translation and dictionary as the basis in learning English. In the process of doing the task, when the students faced some difficulty, the teacher helped students by providing the translation, but the teacher did not give the translation directly. The teacher helped the students to find the translation in the dictionary. The teacher also explained about how to use dictionary and guide them individually to use it.

In the end of the lesson, the student who was already done their task submitted it to the teacher. The teacher made correction and when the students made mistakes, the teacher asked the other students to give the right answer. However, because the students did not know the correct answer, the teacher informed the correct answer and asked the students to correct their answer.

3.1.1.3 Meeting 3

The third meeting was done on May 25th 2015. The material was about antonym and the media used by the teacher was dictionary. The detailed teaching and learning process were explained below.

1. Pre – Teaching

The teacher opened the class by greeting the students, asking students' condition and checking students' attendances. In the third meeting, all of the students were attending the class. In the beginning of the class, the teacher gave review about the previous material. The teacher asked the students about what

they had learned, while the students answered the question based on what they remembered. After that, the teacher started to explain the material that was about the definition of antonym and gave examples in students' native language. The teacher also gave a chance for the students to ask questions if they still did not understand the explanation.

After explaining the material, the teacher gave the task for the students, which is described below.

2. Teaching Activities

Based on the observation, the activities conducted in the third meeting were to complete the sentence with the antonym and translated it into the target language. The teacher conducted the instruction in students' native language. The teacher wrote six words (adjective) in the native language and asked students to find those antonyms in the native language. Then, the students were asked to translate those antonyms into the target language. When the students finished the task, they were asked to write down their answer on the black board and the teacher gave correction and comment towards students' answer.

Because the students were excited, after finishing the first task, the teacher gave another task to complete the sentences using the antonym discussed before.

During the interview, the teacher stated the reason why she gave more tasks for the students as follow:

"Students with mild mental retardation are moody. When the students are in a good mood, I give more material or task, but when the students are in a bad mood or not too excited during the teaching and learning process, I cannot even force the students to finish the task because the most important is the students can understand what I explained." (see Appendix 2, question no. 18)

Some of the questions and examples given by the teacher are presented as follows:

Example:

Bola itu besar >> Bola ini kecil

This ball is big >> That ball is small

Question:

Penggaris ini panjang >> Penggaris itu

This >> That

The teacher wrote some questions on the black board, while the students copied those questions in their task book. The teacher explained that the students' task was to complete the sentences by finding its antonym. Right before the students finished their task, the time was over. Thus, the teacher asked the students to submit it next week.

From those three meetings, the detailed teaching activities and the teacher's and students' roles are presented in the table below:

Table 4.2 The Teaching and Learning activities.

	Teaching and Learning Activities	Teacher's roles	Students' roles
Meeting 1	Translation (students translated the eight sentences related with public areas).	<ul style="list-style-type: none"> • Explaining the material by using students' native language • Giving the example presented both in the native language and its translation in the target language. • Conducting the instruction in students' native language • Giving chance for students to ask question if they did not understand about the material or instruction • Giving guidance while students doing the task • Making correction and informed the correct answer 	<ul style="list-style-type: none"> • Answering the questions given by the teacher • Asking questions related with the material • Doing the task individually based on the teacher's instruction • Submitting the task to the teacher
Meeting 2	<ul style="list-style-type: none"> • Students made a list of vocabulary related with the material given (Things that can be found in specific 	<ul style="list-style-type: none"> • Giving warming up • Explaining the material by using students' native language • Giving the example presented both in the native language and its translation in the target 	<ul style="list-style-type: none"> • Answering the questions given by the teacher • Asking the teacher to re – explain the instruction.

Cont....

	<p>thing or place) in their native language. Students translated the first task into the target language (English).</p>	<p>language</p> <ul style="list-style-type: none"> • Conducting the instruction in students' native language • Giving an individual task • Helping students by providing the translation • Giving individual guidance to students in using the dictionary • Making correction and informed the correct answer. 	<ul style="list-style-type: none"> • Doing the task based on the teacher's instruction • Submitting the task to the teacher.
Meeting 3	<ul style="list-style-type: none"> • Students found out antonym of some vocabularies in the native language. Then, translated it into the target language. • Students completed the sentences with antonym and translated it into the target language (English). 	<ul style="list-style-type: none"> • Giving review about the previous material • Explaining the material by using students' native language • Giving chance for students to ask question if they did not understand about the material or instruction • Conducting the instruction in students' native language • Making correction and gave comment toward students' answer. 	<ul style="list-style-type: none"> • Answering the questions given by the teacher • Doing the task based on the teacher's instruction • Answering the question one by one and write the answer on the black board.

Referring to chapter two, there were 12 methods commonly used in teaching English over the years. Based on the observation during the three meetings, it could be concluded that the method used by the teacher was Grammar Translation Method (GTM). This is supported by the teacher's statement during interview as seen below:

"The method applied usually uses the translation as the basis because mentally retarded have difficulty in understanding the target language presented without translation but, it does not mean that I only use one method. I also use more than one method to teach them as long as they can understand the material and can follow the teaching and learning process well." (see Appendix 2, question no. 19)

From the interview, the teacher also stated that she also uses more than one method, but based on the observation during the three meetings, the method

applied in the classroom dominantly focused on GTM. There were some principles of GTM implemented in the three meetings which are presented below:

3.1.2 The Principles of GTM

There were some principles of GTM appeared during the teaching and learning process. The first principle was about the role of native language in the classroom. Most of the teaching and learning process during the three meetings including explaining of the material, conducting the instruction, and managing the communication with the students were conducted in the native language which reflects one of the principles of GTM on the use of native language as the medium of instruction. For example, in the first meeting, the teacher conducted a simple question and answer session related with the material about public areas in the native language.

The second principle of GTM is an important goal in GTM that is for students to be able to translate vocabulary / sentences from one language into another language. During the observation, the most dominant activity during the three meetings was translation. In every meeting, the students were given a task to translating the vocabulary from the native language into the target language as presented in the table 4.2.

Another principle is the ability to communicate in the target language is not the goal of foreign language instruction in GTM. The teacher and students still used the native language to communicate to each other. In the third meeting during pre-teaching activity, the teacher gave a chance for the students to ask questions if they still did not understand the explanation of the new material. In

doing so, the teacher used the native language to conduct question and answer with the students and the students also used the native language to respond to the teacher's questions.

The teacher's role played in GTM during the three meetings was the teacher played a dominant role because she had authority to direct the whole class activities. She was the one who had the authority to manage the classroom activities and decide the task for the students. For example, based on the observation in the second meeting, the teacher helped the students to find the translation by using the dictionary and also gave individual guidance to help them to use the dictionary properly.

Based on the observation during the three meetings, the students have the same role that is to do as what the teacher said. The students followed the teacher's instruction and did the task based on what the teacher said. For example, in the third meeting, the students were following the teacher's instruction to write down their answer about the antonym on the black board one by one. During the three meetings, the task given for the students were individual task, thus there was little student – student interaction.

The discussion of the analysis on method used by the English teacher to teach English for students with mild mental retardation will be discussed in the following section.

4.2 Discussion

In this section, the findings are discussed and correlated with the underlying theories of the study to discuss the answer of the problem of the study.

This research focuses on students with mild mental retardation in VIII C class of SMPLB N Kedungkandang, Malang. WHO (1996) states that people with mild mental retardation have an IQ range from 50 to 69, which means that this category of students will face some obstacles in academic area because they have below average intellectual.

According to Child Assessment Service (2008), the main difficulty of people with mild mental retardation is in academic aspects. According to the teacher, the most academic obstacles faced by the students with mild mental retardation are in using the dictionary properly and in understanding the instruction. Therefore, in order to ease the students, the teacher explained the materials in the native language and sometimes also explained it in mother tongue.

This is in line with Larsen - Freeman (2000) who states that in foreign language classroom, the native language is used to clarify the meaning of the target language by translating it into the native language.

Based on Child Assessment Service (2008), people with mild mental retardation usually have speech problem that may persist in adult life. Although one student in the class named Intan had a speech problem, she was able to manage a good communication with the teacher or the other students. Intan could understand what the other said. Thus, this speech problem does not give a bad effect on the learning process because the teacher and the other students can still understand the way Intan communicates.

Despite those obstacles, the behavioral characteristics of mildly retarded students were quite similar with those on normal students. For example, the

students usually pay attention to the teacher's explanation and sometimes there is a student who likes to sit quietly or move around. This is supported by the claim of Child Assessment Service (2008) elaborating that the behavioral, emotional difficulties or condition of mildly retarded students are relatively similar to the normal people rather than to other categories of mental retardation, and thus should be given equal treatment.

In this research, the method applied during the three meetings is GTM particularly with regard to some principles of GTM appeared during the teaching and learning process. The first principle is the dominant use of the native language in the classroom. This principle is in accordance with Richard and Rodgers (1986) who argue that in GTM, student's native language is the medium of instruction that it is used to explain new items. The target language was used when the teacher gives example and the teacher needs to provide both the native language and its translation to ease the students in understanding the teacher's explanation

The second principle is the students are drilled in translation that is in line with the goal of GTM that is to make the students be able to translate each language into another language (Larsen – Freeman, 2000). Translation has an important role during the teaching and learning process and the task given during the three meetings dominantly used translation as the basis in teaching and learning because the students were difficult to understand the material if it directly presented in the target language. This is supported by Brown (2000) who states that translation success in leading a student toward reading the second language.

Another principle appeared is that the teacher and students communicate

each other by using the native language. This is supported by Larsen - Freeman (2000) who argues that the ability to communicate in the target language is not the goal of foreign language instruction in GTM. Krashen (1982) further states that in GTM classroom, the use of target language is limited because the students would find difficulties when the teacher explained the material in the target language.

Compared to the first principle, this principle is focus more on the use of native language to communicate each other during the teaching and learning process.

Krashen (1982) further elaborates that in GTM classroom, the vocabulary was presented in the target language and those translations in the native language.

The same principle was applied during the teaching and learning process in which most of the tasks and materials found during observation focused on the vocabulary that was commonly used in daily lives and its translation.

In terms of activities conducted in the method applied during the three meetings is translation. In every meeting, the students were asked to translate vocabulary or sentences from their native language into the target language. This activity is in line with one of the common activity conducted in GTM that presented by Larsen – Freeman (2000).

In terms of teacher's roles played in GTM, Larsen - Freeman (2000) mentions that the teacher is the authority in the classroom. This theory is in line with the data found from observation. During the three meetings, the teacher had the authority to direct the whole class activities. The teacher decided whether students' answer was correct or not and also directly made correction on students' task and when the students' answer was false, the teacher informed the correct

answer. The teacher also asked students difficulties related with their task and gave suggestion to the students.

Consequently, the students' role played in GTM is merely following the teacher's instruction (Larsen – Freeman, 2000). The students had the role to do what the teacher said, and thus there is little students' initiation and little student – student interaction in the class.

Overall, it could be concluded that GTM is the method used by the English teacher in the teaching and learning process during the three meetings. This is in line with the study conducted by Amalia (2014) who identified that the methods used by an English teacher to teach English for students with mental retardation were Total Physical Response and Grammar Translation Method. These two studies were in contrast with Kurniawati (2013) revealing that the method used by an English teacher was Communicative Language Teaching. Although the method revealed in this study was only GTM, it might be because this research was conducted only in three meetings and at that time, the teacher was focusing on GTM. There will be the chance that the teacher used another method in next meetings as the teacher stated during the interview (see Appendix 2, question no. 19).

CHAPTER V

CONCLUSION AND SUGGESTION

After obtaining and analyzing the data in the previous chapter, this chapter presents the conclusion and suggestion.

5.1 Conclusion

This research analyzed the methods used by the teacher in teaching English for students with mild mental retardation covering some aspects including the methods used by the teacher, the principles of the methods applied, activities conducted in the methods applied, and the teacher's and students' roles during teaching and learning process. Based on the data obtained through observation and interview, some conclusions could be retrieved.

First, the method used by an English teacher to teach English for students with mental retardation during the three meetings in SMPLB N Kedungkandang is GTM. There are some principles of GTM appeared during the teaching and learning process including the dominant use of native language in the classroom as the medium of instruction, the goal of GTM is to make the students able to translate one language into another language, and the ability to communicate in the target language is not the goal of foreign language instruction in GTM.

Second, the students with mild mental retardation have different characteristics in behavior, learning, and communication that affect their learning achievement. The behavior and communication characteristics of students with mild mental retardation are quite similar with the normal students, such as most of

the students can communicate in a good way even though they have speech problem. In learning aspect, the students faced some difficulties due to their below average intellectual, such as have difficulties in understanding the instruction and cannot use the dictionary properly.

Most of the activities during the teaching and learning process are mainly translation. During the three meetings, the students were asked to translate vocabulary or sentences from the native language into the target language.

During the teaching and learning process, the teacher has dominant role to direct the whole class activities while the students' role is following the teacher's instruction. The teacher decides the task given for the students and is responsible to make the correction toward students' answer. The teacher also gives individual guidance for each student by considering that the students have different needs and ability in learning.

5.2 Suggestion

Based on the findings, in order to cope with the related problem appeared in this research, the writer gives some suggestions that are revealed here:

For the school, in order to maximize the teaching and learning English for students with mild mental retardation, it is suggested that SMPLB N Kedungkandang needs to provide teaching assistance to help the teacher who teaches mild mental retardation class. Even though the number of the students in the class only five and they have high trust to their teacher, each student has different needs and ability which make this category of students too difficult to be handled only by one teacher during the English teaching and learning process.

Related with the students' difficulties in academic aspect such as in using the dictionary, it is suggested for the school to provide the specific dictionary (English-Indonesia or Indonesia-English) for the students in order to ease the students in using the dictionary properly.

This is also suggested for the teacher to try or apply other methods that may appropriate to teach English for students with mild mental retardation such as Total Physical Response (TPR) and Eclectic Approach. The teacher also suggested to use media during the teaching and learning process and also maximizing the facility provided in the classroom, such as LCD to support her teaching.

The last suggestion is for the future researchers. The future researchers are suggested to conduct more detailed research such as conducting classroom action research in order to try out and find out the methods that would be appropriate to teach mildly retarded students. The next researchers can also investigate not only method, but also the whole teaching and learning process of English. Related with the finding of this research, the future researchers are also suggested to conduct the research in longer time in order to get enough data and reveal satisfied data.

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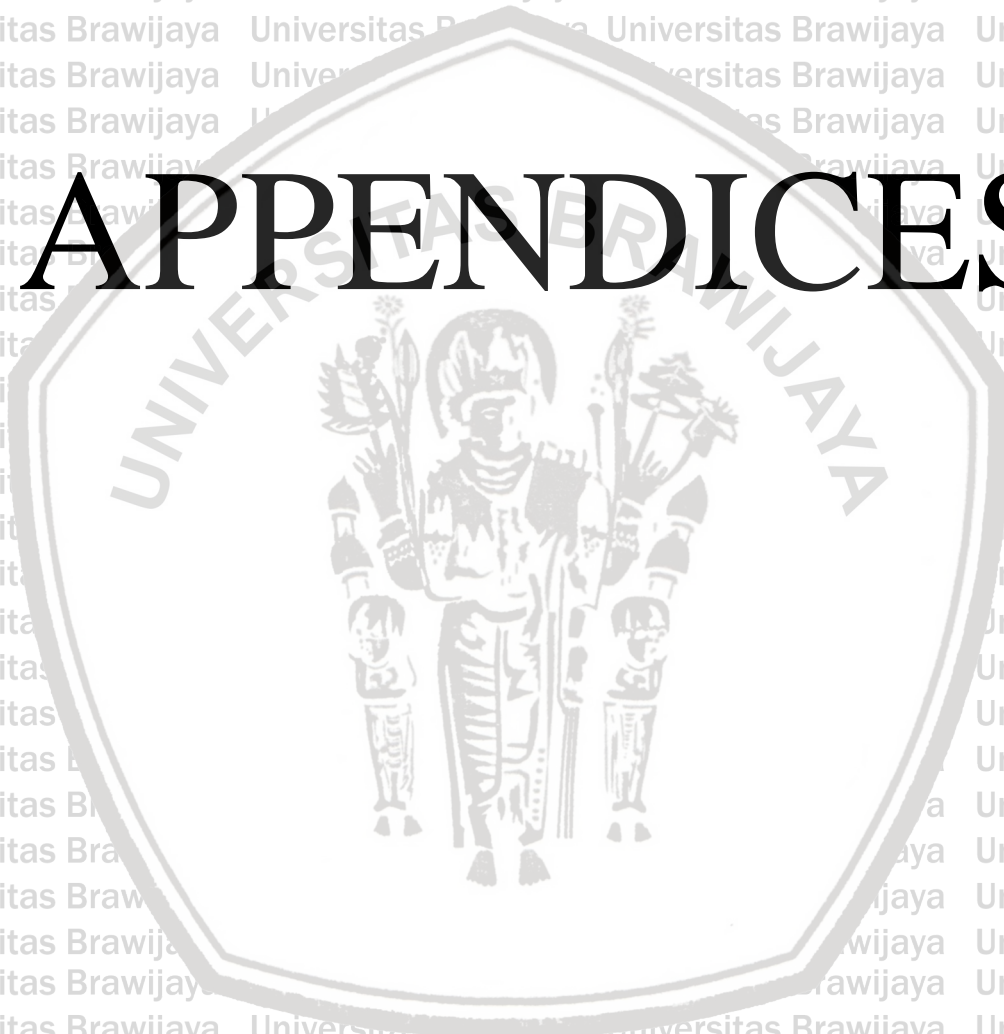
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APPENDICES



Appendix 1

INTERVIEW GUIDE

1. How long have you been teaching the students with mental retardation?
(Sudah berapa lama ibu mengajar siswa tunagrahita?)
2. Have you been trained to teach students with mental retardation?
(Apakah ibu pernah mendapatkan pelatihan untuk mengajar siswa tunagrahita?)
3. As the teacher, what are your biggest challenges in teaching students with mild mental retardation?
(Sebagai seorang guru, apa tantangan terbesar ibu dalam mengajar siswa tunagrahita ringan?)
4. How is the importance of teaching English for students with mental retardation, besides it is already stated in the curriculum as the compulsory subject?
(Bagaimana pentingnya mengajarkan bahasa Inggris untuk siswa tunagrahita selain karena bahasa Inggris sudah tercantum dalam kurikulum sebagai mata pelajaran wajib?)
5. How is the structure of English syllabus for students with mild mental retardation and how closely do you follow the syllabus in your teaching activity?
(Bagaimana susunan silabus untuk siswa tunagrahita ringan dan apakah dalam mengajar, ibu selalu mengikuti silabus tersebut?)
6. What is the learning objective of English subject for students with mild mental retardation and what is your consideration to decide the learning objective?
(Apa tujuan pembelajaran bahasa Inggris untuk siswa tunagrahita ringan dan apa yang menjadi pertimbangan ibu untuk menentukan tujuan pembelajaran tersebut?)
7. What are the difficulties faced by the students with mild mental retardation in learning English?
(Apa kesulitan yang dihadapi oleh siswa tunagrahita ringan dalam pembelajaran bahasa Inggris?)
8. What are the behavior characteristics of students with mild mental retardation, especially during the teaching and learning process in the classroom?
(Bagaimana karakteristik tingkah laku siswa tunagrahita ringan, khususnya selama dalam kegiatan belajar mengajar di kelas?)
9. How is the communication ability of students with mild mental retardation either with teacher or their classmates?
(Bagaimana kemampuan berkomunikasi siswa tunagrahita ringan baik dengan guru maupun teman sekelas mereka?)
10. How are the learning characteristics of students with mild mental retardation?
(Bagaimana karakteristik belajar siswa tunagrahita ringan?)
11. How do you identify the special needs of your students?
(Bagaimana ibu mengidentifikasi kebutuhan khusus dari setiap siswa ibu?)

12. How do you conduct the instruction for students with mild mental retardation in order to make them easy to understand the instruction?
(Bagaimana cara ibu memberikan instruksi kepada siswa tunagrahita ringan agar mereka mudah memahami instruksi tersebut?)
13. How do you keep students' motivation during teaching and learning process?
(Bagaimana ibu membuat siswa tetap termotivasi selama proses belajar mengajar?)
14. What kind of assistance do you give to help students with mild mental retardation to achieve successful learning?
(Bimbingan seperti apa yang ibu berikan untuk membantu siswa tunagrahita ringan dalam mencapai kesuksesan belajar?)
15. What materials do you use in teaching English for students with mild mental retardation?
(Materi-materi apa saja yang ibu gunakan dalam mengajar bahasa Inggris untuk siswa tunagrahita?)
16. What is the commonly skill taught (speaking, reading, writing, and listening) for students with mild mental retardation?
(Skill apa yang biasa diajarkan untuk siswa tunagrahita ringan (berbicara, membaca, menulis, dan mendengarkan?))
17. What is the English text book used to teach students with mild mental retardation?
(Apa buku pelajaran yang digunakan untuk mengajar siswa tunagrahita ringan?)
18. How many times needed by students with mild mental retardation to finish one topic?
(Berapa lama waktu yang dibutuhkan oleh siswa tunagrahita ringan untuk menyelesaikan satu topik pembelajaran?)
19. What teaching methods do you use to teach students with mild mental retardation?
(Apa metode yang ibu gunakan untuk mengajar siswa tunagrahita ringan?)
20. What kinds of activities do you use to teach students with mild mental retardation?
(Kegiatan apa saja yang ibu gunakan untuk mengajar siswa tunagrahita ringan?)
21. What kind of media do you use to teach students with mild mental retardation, and how effective are those media?
(Apa saja media yang ibu gunakan untuk mengajar siswa tunagrahita ringan, dan bagaimana keefektifan media tersebut?)
22. How do you evaluate your students' progress in learning English?
(Bagaimana ibu mengevaluasi perkembangan siswa dalam belajar bahasa Inggris?)
23. Is there any specific passing grade on English subject for students with mild mental retardation?
(Apakah ada standar kelulusan tertentu dalam mata pelajaran bahasa Inggris untuk siswa tunagrahita ringan?)

24. Is the passing grade for all the students are same? Or differentiate by their ability in learning?

(Apakah standar kelulusan untuk semua siswa sama? Atau dibedakan berdasarkan kemampuan mereka dalam belajar?)

25. Are all of five students got the same items for their test including midterm and final test?

(Apakah kelima siswa mendapatkan soal yang sama untuk tes mereka termasuk untuk ujian tengah semester dan ujian akhir semester?)



Appendix 2

TRANSCRIPTION OF INTERVIEW WITH THE ENGLISH TEACHER

1. Q: Sudah berapa lama ibu mengajar siswa tunagrahita?
(*How long have you been teaching the students with mental retardation?*)
A: Saya sudah mengajar di SMPLB N Kedungkandang selama 7 tahun terhitung sejak tahun 2008. Sebelumnya saya ditempatkan di kejar paket sebagai tenaga honorer.
(*I have been taught in SMPLB N Kedungkandang during 7 years since 2008. Before it, I placed in "kejar paket" as the "honoror".*)
2. Q: Apakah ibu pernah mendapatkan pelatihan untuk mengajar siswa tunagrahita?
(*Have you been trained to teach students with mental retardation?*)
A: Saya langsung mengajar dan tidak ada pelatihan atau apapun. Pertamakali, saya kaget menghadapi karakter siswa seperti ini tapi seiring berjalannya waktu saya bisa menyesuaikan diri dengan karakter siswa.
(*I directly teach and there is no training or something else. Firstly, I feel surprise when face this category of students but it time by time, I can adapt with students' characteristics.*)
3. Q: Sebagai seorang guru, apa tantangan terbesar ibu dalam mengajar siswa tunagrahita ringan?
(*As the teacher, what are your biggest challenges in teaching students with mental retardation?*)
A: Tantangan terbesarnya adalah bagaimana mengupayakan anak-anak agar dapat memahami apa yang saya sampaikan dengan baik.
(*The biggest challenge is how to make the students be able to understand what I explained.*)
4. Q: Bagaimana pentingnya mengajarkan bahasa Inggris untuk siswa tunagrahita selain karena bahasa Inggris sudah tercantum dalam kurikulum sebagai mata pelajaran wajib?
(*How is the importance of teaching English for student with mental retardation, besides it is already stated in the curriculum as the compulsory subject?*)
A: Paling tidak ketika siswa bertemu dengan teman sebayanya dari sekolah umum, mereka tidak akan merasa malu karena mereka juga dapat mengerti bahasa Inggris dasar seperti yang biasa dijumpai dalam kehidupan sehari-hari.
(*At least when the students meet their peers from regular school, they do not feel ashamed because they can also understand the basic English such as that commonly found in daily life.*)

5. Q: Bagaimana susunan silabus untuk siswa tunagrahita ringan dan apakah dalam mengajar, ibu selalu mengikuti silabus tersebut?

(How is the structure of English syllabus for students with mild mental retardation and how closely do you follow the syllabus in your teaching activity?)

A: Silabus yang digunakan untuk siswa tunagrahita ringan adalah silabus bahasa Inggris untuk SD kelas 4, 5, dan 6. Kegiatan belajar mengajar selalu mengikuti silabus tetapi pengaplikasiannya disesuaikan dengan kemampuan siswa dan materi yang diberikan benar-benar di pilihkan materi yang mungkin dapat dipahami siswa.

(The syllabus used for students with mild mental retardation is the English syllabus for the fourth, fifth, and sixth grade of elementary school. The teaching and learning activity always follow the syllabus, but the implementation is based on students' ability and the material given is chosen carefully which can understand by the students.)

6. Q: Apa tujuan pembelajaran bahasa Inggris untuk siswa tunagrahita ringan?

(What is the learning objective of English subject for students with mild mental retardation?)

A: Seperti yang tadi saya jelaskan bahwa setidaknya siswa dapat memahami bahasa Inggris yang dasar saja seperti berhitung dan mengenal warna.

(As I explained before that at least the students can understand the basic English such as counting and know about color.)

7. Q: Apa kesulitan yang dihadapi oleh siswa tunagrahita ringan dalam pembelajaran bahasa Inggris?

(What are the difficulties faced by the students with mental retardation in learning English?)

A: Siswa memiliki keterbatasan dalam menghafal jadi guru harus berulang-ulang menjelaskan materi. Siswa juga Memiliki kesulitan dalam menggunakan kamus dan mereka membutuhkan waktu yang lama untuk mencari arti kata di kamus. Contohnya, ada seorang siswa yang mencari arti kata "pasar" dari halaman pertama di dalam kamus.

(The students have limitation in memorizing. Thus, the teacher needs to re-explain the material. The students also have difficulty in using the dictionary and they need a long time to search the translation of a word in the dictionary. For example, there was a student who searched the translation of "pasar" from the first page of the dictionary.)

8. Q: Bagaimana karakteristik tingkah laku siswa tunagrahita ringan, khususnya selama dalam kegiatan belajar mengajar di kelas?

(What are the behavior characteristics of students with mild mental retardation, especially during the teaching and learning process in the classroom?)

A: Semua siswa memiliki karakter berbeda. 5 siswa di kelas memiliki karakteristik tingkah laku yang berbeda. Siti cenderung pendiam sedangkan rivan tipe anak yang hyper aktif.

(All students have different characteristics. The five students in the class have different behavior characteristics. For example, Siti is the type who is quiet while Rivan is the type who is hyperactive.)

9. Q: Bagaimana kemampuan berkomunikasi siswa tunagrahita ringan baik dengan guru maupun teman sekelas mereka?

(How is the communication ability of students with mild mental retardation either with teacher or their classmates?)

A: Sebagian besar siswa dapat berkomunikasi dengan baik dengan guru maupun teman. Di kelas VIII C, terdapat seorang siswa bernama Intan yang memiliki masalah dalam berbicara tetapi dia dapat memahami apa yang dikatakan orang lain dengan baik. Saya dan teman – temannya yang lain dapat memahami apa yang dia katakan karena kami sudah terbiasa bersama Intan setiap hari. Sehingga masalah dalam berbicaranya tidak menggangu dalam belajar karena dia tetap dapat memahami apa yang dikatakan orang lain meskipun dia tidak dapat berbicara dengan bahasa yang seharusnya.

(Most of the students can communicate in a good way either with the teacher or their other friends. In VIII C class, there is one of the students named Intan who has a speech problem but she can understand what other people said in a good way. I and her other friends can also understand what she says because we are already used to getting along with Intan every day. Thus, her speech problem does not disturb her in learning because she still understands what others said even though she cannot speak the language properly.)

10. Q: How are the learning characteristics of students with mild mental retardation?

(Bagaimana karakteristik belajar siswa tunagrahita ringan?)

A: Lima siswa memiliki karakter yang berbeda dalam belajar. Ulfa, Nikki, dan Intan mampu untuk mengikuti proses belajar mengajar sedangkan siswa yang lain termasuk Rivan dan Siti tetap memiliki kesulitan dalam banyak hal misalnya mereka tidak dapat menggunakan kamus dengan baik.

(The five students have different characteristics in learning. Ulfa, Nikki, and Intan are able to follow the teaching and learning process while the rest of the students including Rivan, and Siti are still having difficulties in many ways such as they cannot use the dictionary properly.)

11. Q: Bagaimana ibu mengidentifikasi kebutuhan khusus dari setiap siswa ibu?

(How do you identify the special needs of your students?)

A: Di awal proses penerimaan siswa baru, di sekolah terdapat program “Assessment”. Jadi sejak awal, kita sudah mengevaluasi bagaimana karakter setiap siswa sehingga kita punya panduan untuk mengajar siswa

tersebut dan kita dapat mengetahui perkembangan siswa dan kita juga dapat mengupayakan agar siswa dapat mengikuti proses pembelajaran.

(In the beginning of the students' entrance process, in the school, there is an "Assessment" program. So, since the beginning, we already evaluate how the characters of each students. Thus, we have guideline to teach those students and we can know students' progress and we can help the students to follow the learning process.)

12. Q: Bagaimana cara ibu memberikan instruksi kepada siswa tunagrahita ringan agar mereka mudah memahami instruksi tersebut?

(How do you conduct the instruction for students with mild mental retardation in order to make them easy to understand the instruction?)

A: Siswa tunagrahita ringan memiliki kesulitan dalam memahami instruksi, sehingga instruksi di berikan dalam bahasa yang dikenal siswa seperti bahasa Indonesia atau terkadang menggunakan bahasa ibu (bahasa Jawa) jika siswa kesulitan dalam memahami bahasa Indonesia.

(Students with mild mental retardation have the difficulty in understanding the instruction, thus the instruction is conducted in the language that the students are familiar with such as students' native language (bahasa Indonesia) or sometimes it may use mother tongue (bahasa Jawa) if the students are difficult to understand the native language.)

13. Q: Bagaimana ibu membuat siswa tetap termotivasi selama proses belajar mengajar?

(How do you keep students' motivation during teaching and learning process?)

A: Kita harus membuat kelas senyaman mungkin misal dengan permainan dan tidak menekan siswa harus bisa atau paham semua materi.

(We have to create the classroom comfortably such as with games and do not force the students to understand all of the material.)

14. Q: Bimbingan seperti apa yang ibu berikan untuk membantu siswa tunagrahita ringan dalam mencapai kesuksesan belajar?

(What kind of assistance do you give to help students with mild mental retardation to achieve successful learning?)

A: Saya memberikan bimbingan secara individual karena setiap siswa memiliki kemampuan berbeda-beda.

(I give Individual guidance because each student have different ability.)

15. Q: Materi-materi apa saja yang ibu gunakan dalam mengajar bahasa Inggris untuk siswa tunagrahita

(What materials do you use in teaching English for students with mild mental retardation?)

A: Materi- materi yang diberikan biasanya materi yang dasar dasar saja seperti kosakata yang mereka gunakan dalam kehidupan sehari-hari dan terkadang

siswa juga membuat kalimat sederhana meskipun itu cukup sulit untuk mereka.)

(The materials given usually are the basic materials such as the vocabulary they used in daily life and sometimes the students also make simple sentences even though it is hard enough for them.)

16. Q: Skill apa yang biasa diajarkan untuk siswa tunagrahita ringan (berbicara, membaca, menulis, dan mendengarkan)?

(What is the commonly skill taught for students with mild mental retardation (speaking, reading, writing, and listening)?)

A: Sebenarnya semua skill penting untuk diajarkan tetapi untuk listening, anak – anak kesulitan. Jadi skill yang masih memungkinkan untuk diajarkan bagi siswa tunagrahita ringan adalah writing dan reading. Terkadang untuk writing pun, siswa masih kesulitan, misalnya membuat kalimat sederhana, *(Actually all those skills are important to be taught but for listening, students face difficulties. Thus, the skill that possible to be taught for students with mild mental retardation are writing and reading. Sometimes even in writing, the students are still face difficulty such as to make simple sentences.)*

17. Q: Apa buku pelajaran yang digunakan untuk mengajar siswa tunagrahita ringan?

(What is the English text book used to teach English for students with mild mental retardation?)

A: Buku pelajaran yang digunakan siswa tunagrahita adalah buku pelajaran untuk SD kelas 4, 5, dan 6. Dari buku pelajaran tersebut, kita mencari materi yang benar-benar bisa diterima oleh siswa dengan mudah.

(The text books used for students with mild mental retardation is text books used for fourth, fifth, and sixth grade of elementary school. From those text books, we are looking for the material that can be understood by the students easily.)

18. Q: Berapa lama waktu yang dibutuhkan oleh siswa tunagrahita ringan untuk menyelesaikan satu topik pembelajaran?

(How many times needed by students with mild mental retardation to finish one topic?)

A: Tidak tentu karena siswa tunagrahita adalah tipe siswa moody. Ketika mood siswa bagus, saya langsung memberikan materi atau tugas yang lebih banyak, tetapi ketika siswa tidak mood atau tidak terlalu bersemangat dalam proses belajar mengajar, saya tidak dapat memaksakan siswa untuk menyelesaikan tugas karena yang terpenting adalah siswa dapat memahami apa yang saya jelaskan.

(Students with mild mental retardation are moody. When the students are in a good mood, I give more material or task, but when the students are in a bad mood or not too excited during the teaching and learning process, I

cannot even force the students to finish the task because the most important is the students can understand what I explained.)

19. Q: Apa metode yang ibu gunakan untuk mengajar siswa tunagrahita ringan?

(What teaching methods do you use to teach students with mild mental retardation?)

A: Metode yang diaplikasikan biasanya menggunakan “translation” sebagai pokok karena siswa tunagrahita ringan memiliki kesulitan dalam memahami bahasa Inggris yang diberikan tanpa terjemahan tetapi, itu tidak berarti bahwa saya hanya menggunakan satu metode. Saya juga menggunakan lebih dari satu metode untuk mengajar mereka selama mereka dapat memahami materi dan mengikuti proses belajar mengajar dengan baik.

(The method applied usually uses the translation as the basis because mentally retarded have difficulty in understanding the target language presented without translation but, it does not mean that I only use one method. I also use more than one method to teach them as long as they can understand the material and can follow the teaching and learning process well.)

20. Q: Kegiatan apa saja yang ibu gunakan untuk mengajar siswa tunagrahita ringan?

(What kinds of activities do you use to teach students with mild mental retardation?)

A: Keegiatannya biasanya yang dasar-dasar saja seperti membuat kalimat sederhana, mentranslit kata per kata.

(The activities conducted usually the basic activities such as make simple sentences, translate word per word.)

21. Q: Apa saja media yang ibu gunakan untuk mengajar siswa tunagrahita ringan?

(What kind of media do you use to teach students with mild mental retardation?)

A: Media yang digunakan disesuaikan dengan materi. Misal materi yang diberikan tentang bagian dari tanaman, maka siswa akan diajak untuk mengamati benda – benda tersebut secara langsung.

(The media used is based on the material. For example, the material given is about part of plants, thus, the students will invite to observe those things directly.)

22. Q: Bagaimana ibu mengevaluasi perkembangan siswa dalam belajar bahasa Inggris?

(How do you evaluate your students' progress in learning English?)

A: Mengevaluasi perkembangan siswa selama proses pembelajaran adalah yang terpenting namun tetap ada evaluasi tulis dan lisan untuk mengevaluasi perkembangan siswa.

(Evaluating students' progress during the teaching and learning process is the most important, but there is still written test to evaluate the students' progress.)

23. Q: Apakah ada standar kelulusan tertentu dalam mata pelajaran bahasa Inggris untuk siswa tunagrahita ringan?

(Is there any specific passing grade on English subject for students with mild mental retardation?)

A: Ya tetapi standarnya kita turunkan atau lebih rendah dari anak lain. Tidak hanya lebih rendah dari siswa normal tetapi juga lebih rendah dari siswa berkebutuhan khusus lainnya seperti tuna netra atau tuna rungu.

(Yes, but the standard is lower than other students. It is not only lower than normal students but also lower than students with other disability such as visual impairment or hearing impairment.)

24. Q: Apakah standar kelulusan untuk semua siswa sama? Atau dibedakan berdasarkan kemampuan mereka dalam belajar?

(Is the passing grade for all the students are same? Or differentiate by their ability in learning?)

A: Standar dalam bentuk nilai tetap sama untuk semua siswa namun cara penilaian untuk setiap siswa berbeda karena mereka memiliki kemampuan berbeda – beda. Sehingga kita membuatnya sesuai dengan kemampuan anak tersebut. Misalnya, untuk Siti dan Rivan nilai 3 sudah dapat disebut lulus atau mencapai standar tetapi, untuk siswa lain seperti Ulfa dan Nikki, jika mereka mendapat nilai 3 itu berarti mereka gagal atau tidak mencapai standar.

(The standard in form of score is the same for all of students but the way to give score for each student are different because they have different ability. Thus, we make it appropriate with student's ability. For example, for Siti and Rivan, the score 3 is mean that they are passed or get the standard but, for the other students like Ulfa and Nikki, if they got 3, it means that they are failed and do not meet the standard.)

25. Q: Apakah kelima siswa mendapatkan soal atau tugas yang sama untuk tes mereka termasuk untuk ujian tengah semester dan ujian akhir semester?

(Are all of the five students got the same items or task for their test during midterm and final test?)

A: Tugas untuk siswa biasanya dibedakan berdasarkan kemampuan siswa. Biasanya saya menyiapkan tiga tipe tugas karena jika semua siswa dibeikan tugas yang sama, siswa yang memiliki masalah lebih serius dalam belajar termasuk Rivan dan Siti akan kesulitan untuk melampaui nilai standar.)

(The task for the students is usually differentiated based on students' ability. Usually I prepared three types of task because if all the students are given the same task, the students that have more serious problem in

learning including Rivan and Siti will be difficult to pass the standard score)



Appendix 3

THE RESULT OF OBSERVATIONSMeeting 1 (May 11th of 2015)

No	Teaching's steps	Teaching and Learning activity
1	Pre-teaching	<ul style="list-style-type: none"> • The teacher greets the students and ask students' condition • The teacher checks students' attendance • The teacher gives review about the previous material • The teacher conducts a simple question and answer session related with the new material (public areas)
2	Whilst teaching	<ul style="list-style-type: none"> • The teacher explains about the material on public areas • The teacher gives the example of a sentence both in the native language and the target language • The teacher conducts the instruction • The teacher gives chance for the students to ask question if they did not understand about the material or instruction. • The students are asked to translate some sentences related with public areas from the target language into the native language • The students do the task • The teacher helps and guides the students in doing the task
3	Post teaching	<ul style="list-style-type: none"> • After finishing the task, the students bring their task to the teacher. • The teacher makes a correction toward students' task • The teacher gives feedback or suggestion toward students' performance

Meeting 2 (May 18th of 2015)

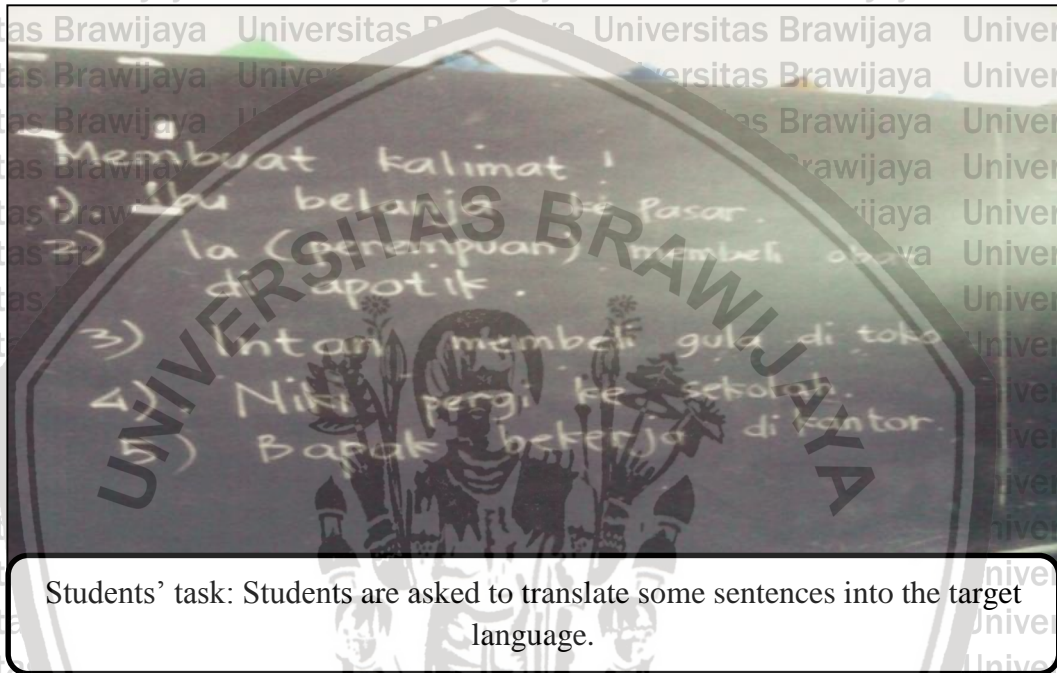
No.	Teaching's steps	Teaching and Learning activity
1	Pre-teaching	<ul style="list-style-type: none"> • The teacher greets the students and ask students' condition • The teacher checks students' attendance • The teacher gives warming up by conducting conversation with the students related with the new material
2	Whilst teaching	<ul style="list-style-type: none"> • The teacher explains about the material in the native language. • The teacher gives example related with the material both in the target language and its translation in the native language • The teacher conducts the instruction • The students are given the chances to ask questions if they do not understand about the material • The students are given an individual task to make a list of vocabulary about the things that can be found in specific thing or place in their native language. • The students are doing the task • The teacher helps and guides the students in doing the task • After finishing the first task, the students are asked to translate their first task into the target language
3	Post teaching	<ul style="list-style-type: none"> • After finishing the task, the students bring their task to the teacher. • The teacher makes a correction toward students' answer

Meeting 3 (25th May of 2015)

No.	Teaching's steps	Teaching and Learning activity
1	Pre-teaching	<ul style="list-style-type: none"> • The teacher greets the students and ask students' condition • The teacher checks students' attendance • The teacher gives review about the previous material
2	Whilst teaching	<ul style="list-style-type: none"> • The teacher explains the new material about antonym. • The teacher gives examples of antonym in students' native language. • The teacher conducts the instruction in students' native language • The students are given the task to find the antonym of some words and translate it into the target language • After finishing the task, the students are asked to write down their answer in front of the class one by one • The teacher makes correction and comments toward students' answer • After finishing the first task, the students are asked to complete the sentence with the antonym discussed in the previous task • The teacher gives example related with the task • Students doing the task
3	Post teaching	<ul style="list-style-type: none"> • Because the time is up, the students are asked to continue their task and submit it next week. • The teacher closes the class

Appendix 4

DOCUMENTATION OF TEACHING AND LEARNING PROCESS

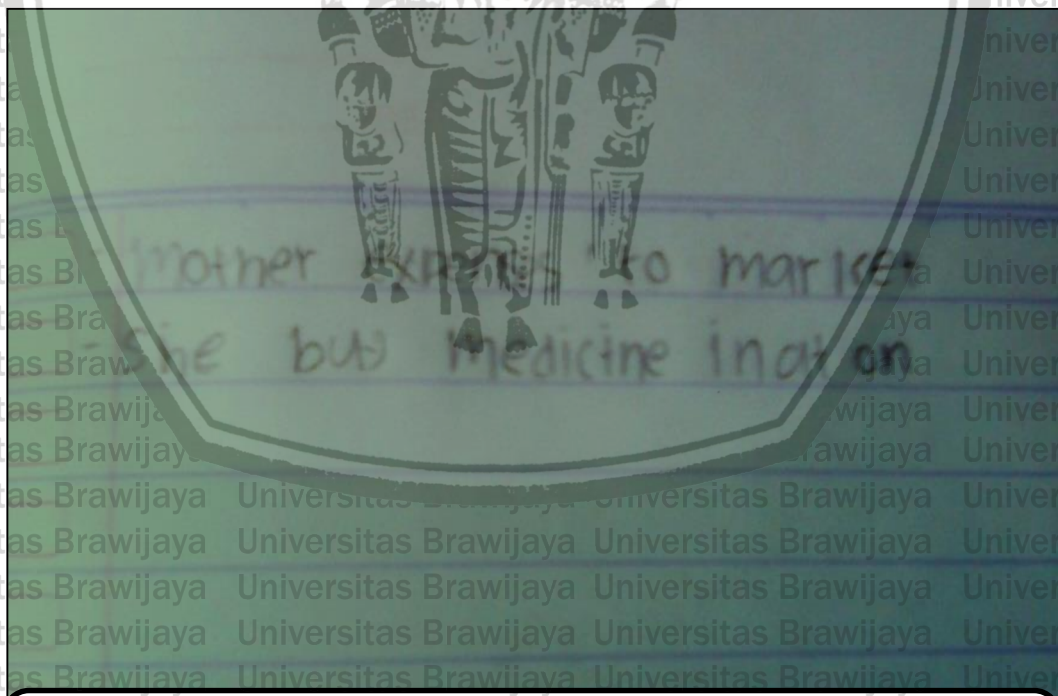
Meeting 1

Students' task: Students are asked to translate some sentences into the target language.





The students use dictionary to translate some sentences given.

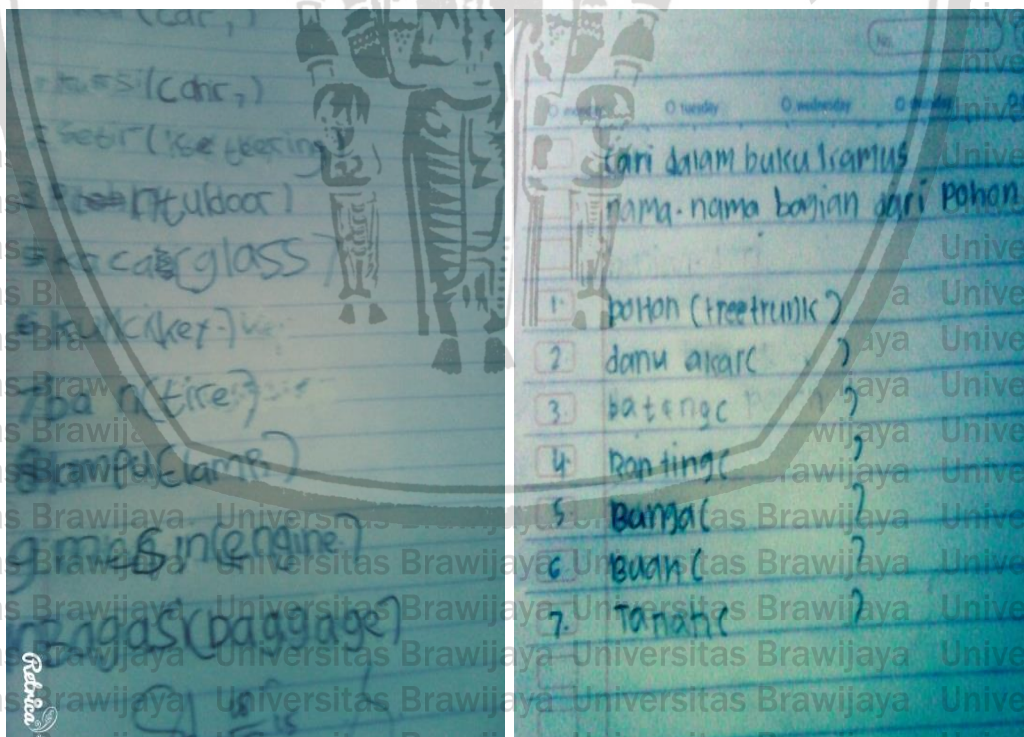


Students' answer show that the students still have difficulties in using the dictionary. They cannot choose the best translation.

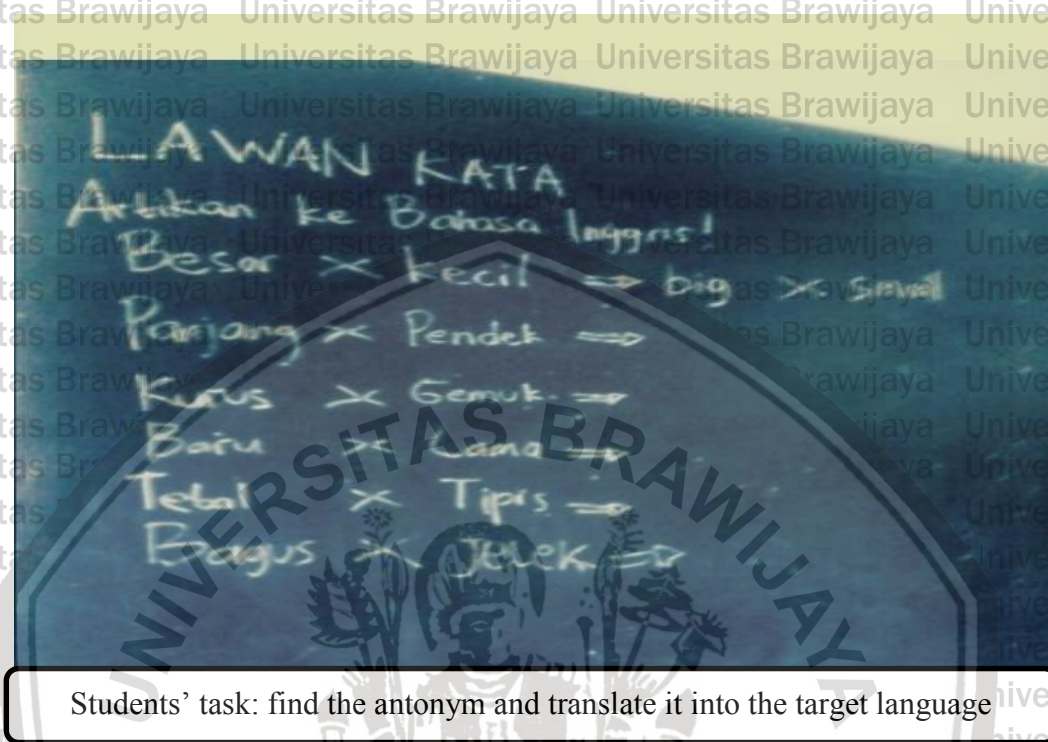
Meeting2



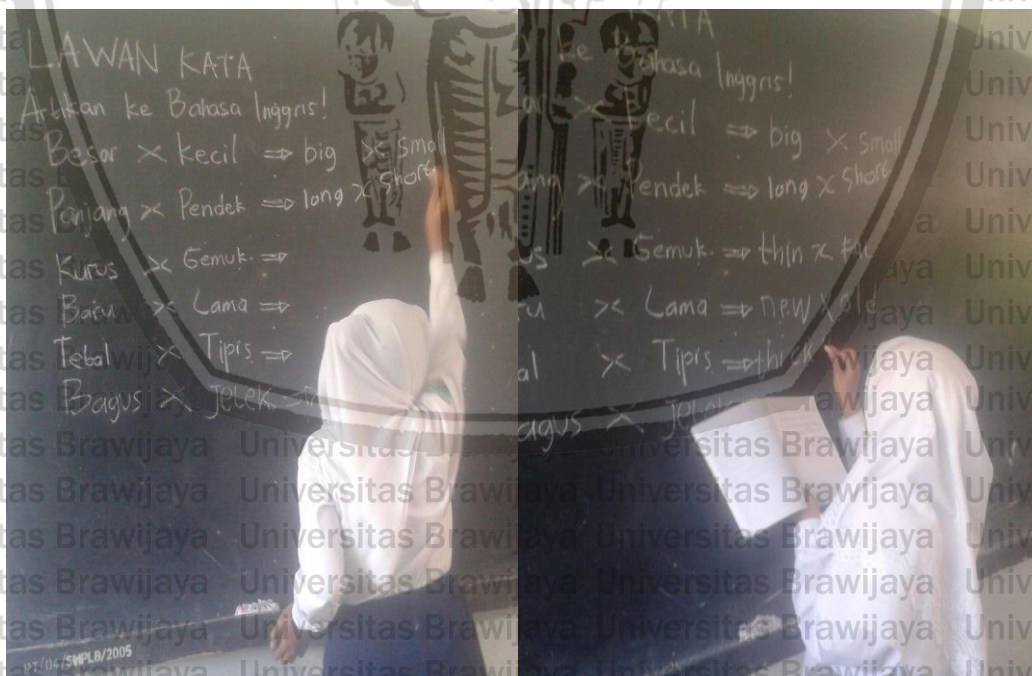
The student comes to the teacher to ask teacher's help.



Student's individual task: the students are asked to make a list of vocabulary about the things that can be found in a specific thing or place

Meeting 3

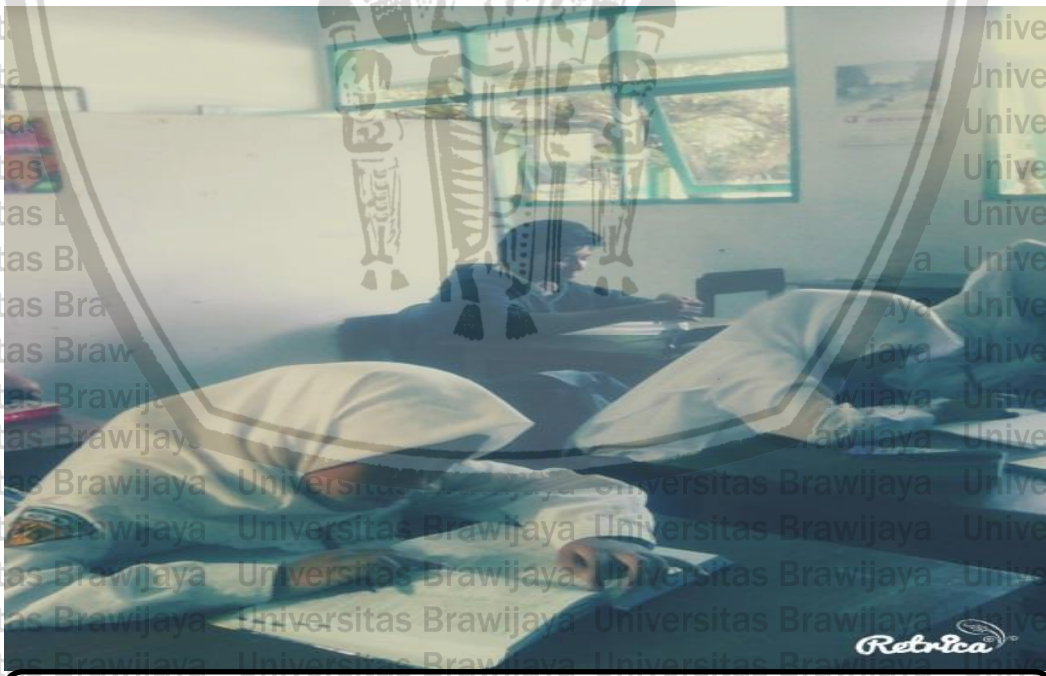
Students' task: find the antonym and translate it into the target language



The students write down their answer on the black board



Students' task: students are asked to complete the sentences using the antonyms discussed in the first task.



Students do the task (complete the sentences using the antonyms discussed in the first task)

Appendix 5

**THE ENGLISH SYLABUS OF VIII C CLASS IMPLEMENTED DURING
THE THREE MEETINGS**

SILABUS PEMBELAJARAN

Sekolah : _____
 Kelas : IV (Empat)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 2 (Dua)
 Standar Kompetensi : Menulis

8. Menyalin dan menterjemahkan kalimat bahasa Inggris sangat sederhana dalam konteks sekitar siswa

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Nilai Budaya Dan Karakter Bangsa	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Menyalin kalimat sederhana dalam bahasa Inggris berkaitan dengan tempat umum secara tepat.	Tempat umum (Public places)	<ul style="list-style-type: none"> o Mandiri, o Kerja keras o Disiplin. 	Menyalin kalimat sederhana dalam bahasa Inggris berkaitan dengan tempat umum.	Menyalin kalimat sederhana dalam bahasa Inggris berkaitan dengan tempat umum secara tepat.	Tes tulis	Menyalin kalimat sederhana dalam bahasa Inggris berkaitan dengan tempat umum.	<i>Copy the sentences below into your task book!</i> <i>(Salinlah kalimat berikut kedalam buku tugas)</i>	1 x 45 menit	<ul style="list-style-type: none"> • Papir • Alat tulis • Kamus
8.2 Menterjemahkan kalimat sangat sederhana berkaitan dengan tempat umum ke	Tempat umum (Public places)	<ul style="list-style-type: none"> o Mandiri, o Kerja keras o Disiplin. 	Menterjemahkan kalimat sangat sederhana berkaitan dengan tempat umum ke dalam bahasa Inggris.	Menterjemahkan kalimat sangat sederhana berkaitan dengan tempat umum ke dalam bahasa Inggris secara tepat.	Tes tulis	Menterjemahkan kalimat sangat sederhana berkaitan dengan tempat umum ke dalam bahasa Inggris.	<i>Translate the sentences below into English!</i> <i>(Terjemahkan kalimat-kalimat berikut kedalam</i>	1 x 50 menit	<ul style="list-style-type: none"> • Kamus

dalam
bahasa
Inggris
secara
tepat.

*bahasa
Inggris*



SILABUS PEMBELEJARAN

Sekolah : _____

Kelas : VI (Enam)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Menulis

4. Menulis daftar kosakata dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Nilai Budaya Dan Karakter Bangsa	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1. Menulis daftar kosakata berkaitan dengan benda di sekitar siswa	<ul style="list-style-type: none"> o Benda di rumah o Benda di kantor o Benda di sekolah o Bagian – bagian mobil o Bagian – bagian pohon 	<ul style="list-style-type: none"> o Rasa ingin tahu, o Mandiri, o Kerja keras, o Disiplin, o Tanggung-jawab, o Kreatif. 	Menulis daftar kosakata berkaitan dengan benda di sekitar siswa	Menulis daftar kosakata berkaitan dengan benda di sekitar siswa	Tes tulis	Menulis daftar kosakata	<i>Make a list of vocabulary about the things that can be found in specific place or thing (Buatlah daftar kosakata berkaitan dengan benda yang dapat ditemukan di tempat atau benda tertentu)</i>	1 x 45 menit	• Kamus
4.2. Menulis terjemahan kosakata berkaitan dengan benda di sekitar siswa ke dalam bahasa Inggris	<ul style="list-style-type: none"> o Benda di rumah o Benda di kantor o Benda di sekolah o Bagian – bagian mobil o Bagian – bagian pohon 	<ul style="list-style-type: none"> o Rasa ingin tahu, o Mandiri, o Kerja keras, o Disiplin, o Tanggung-jawab, o Kreatif. 	Menulis terjemahan kosakata berkaitan dengan benda di sekitar siswa ke dalam bahasa Inggris	Menulis terjemahan kosakata tentang benda di sekitar siswa ke dalam bahasa Inggris	Tes tulis	Menterjemahkan daftarkosakata	<i>Translate the vocabulary into English (Terjemahkan koskata yang kalian temukan kedalam bahasa Inggris).</i>	1 x 45 menit	• kamus

SILABUS PEMBELAJARAN

Sekolah : _____

Kelas : VI (Enam)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

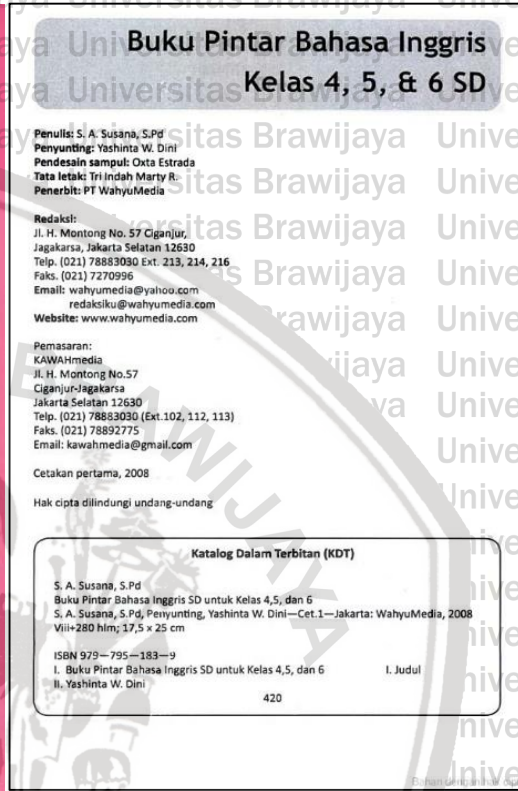
Standar Kompetensi : Menulis

8. Menulis lawan kata dari beberapa kata tertentu (kata sifat).

Kompetensi Dasar	Materi Pokok/Pembelajaran	Nilai Budaya Dan Karakter Bangsa	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Melengkapi lawan kata dari beberapa kata tertentu (kata sifat)	Lawan kata (antonym)	<ul style="list-style-type: none"> o Rasa ingin tahu, o Mandiri, o Kerja keras o Disiplin, o Demokratis o Tanggung-jawab. 	<ul style="list-style-type: none"> o Melengkapi lawan kata dari beberapa kata tertentu (kata sifat) o Menterjemahkan lawan kata kedalam bahasa Inggris. 	<ul style="list-style-type: none"> o Melengkapi lawan kata dari beberapa kata tertentu (kata sifat) o Menterjemahkan lawan kata kedalam bahasa Inggris. 	Tes tulis	<ul style="list-style-type: none"> o Melengkapi lawan kata dari beberapa kata tertentu (kata sifat) o Menterjemahkan lawan kata kedalam bahasa Inggris. 	<i>Find out the antonyms of words below!</i>	1 x 45 menit	<ul style="list-style-type: none"> • Pap an tulis • Kam us
8.2 Melengkapi kalimat sederhana dengan lawan kata yang sesuai	Lawan kata (antonym)	<ul style="list-style-type: none"> o Rasa ingin tahu, o Mandiri, o Kreatif, o Kerja keras o Disiplin, o Demokratis o Tanggung-jawab. 	Melengkapi kalimat sederhana dengan lawan kata sesuai dengan contoh yang diberikan.	<ul style="list-style-type: none"> o Melengkapi kalimat sederhana dengan lawan kata yang sesuai o Menterjemahkan kalimat ke dalam bahasa Inggris 	Tes tulis	<ul style="list-style-type: none"> o Melengkapi kalimat sederhana dengan lawan kata yang sesuai o Menterjemahkan kalimat ke dalam bahasa Inggris 	<i>Complete the sentences with the antonym based on the example.</i>	1 x 45 menit	Kam us

Appendix 6

THE ENGLISH TEXT BOOK USED BY THE TEACHER



Daftar Isi

Lesson 1 Alphabet and Number (Huruf dan Angka) ⇨ 1
Exercise for Lesson 1 ⇨ 11

Lesson 2 Greetings and Introductions (Salam dan Perkenalan) ⇨ 15
Exercise for Lesson 2 ⇨ 19

Lesson 3 Colours (Warna-warna) ⇨ 21
Exercise for Lesson 3 ⇨ 27

Lesson 4 Fruits and Vegetables (Buah-buahan dan Sayuran) ⇨ 31
Exercise for Lesson 4 ⇨ 40

Lesson 5 Animals (Binatang) ⇨ 43
Exercise for Lesson 5 ⇨ 49

Lesson 6 Clothes (Pakaian) ⇨ 53
Exercise for Lesson 6 ⇨ 58

Lesson 7 Toys and Games (Mainan dan Permainan) ⇨ 61
Exercise for Lesson 7 ⇨ 67

Lesson 8 My House (Rumahku) ⇨ 71
Exercise for Lesson 7 ⇨ 80

Lesson 9 The School (Sekolah) ⇨ 83
Exercise for Lesson 9 ⇨ 90

Lesson 10 Human Body (Tubuh Manusia) ⇨ 95
Exercise for Lesson 10 ⇨ 101

Lesson 11 Family (Keluarga) ⇨ 105
Exercise for Lesson 11 ⇨ 108

Lesson 12 Time (Waktu) ⇨ 111
Exercise for Lesson 12 ⇨ 118

Lesson 13 Foods and Drinks (Makanan dan Minuman) ⇨ 121
Exercise for Lesson 13 ⇨ 129

Lesson 14 Public Places (Tempat-tempat Umum) ⇨ 133
Exercise for Lesson 14 ⇨ 140

Lesson 15 Direction and Location (Arah dan Lokasi) ⇨ 143
Exercise for Lesson 15 ⇨ 146

Lesson 16 Transportation (Alat-alat Transportasi) ⇨ 149
Exercise for Lesson 16 ⇨ 155

Lesson 17 People Character (Karakter Manusia) ⇨ 157
Exercise for Lesson 17 ⇨ 161

Lesson 18 Weather (Cuaca) ⇨ 165
Exercise for Lesson 18 ⇨ 170

Lesson 19 Leisure and Holidays (Kesenangan dan Liburan) ⇨ 173
Exercise for Lesson 19 ⇨ 178

Lesson 20 Jobs (Pekerjaan) ⇨ 181
Exercise for Lesson 20 ⇨ 186

Lesson 21 Music (Musik) ⇨ 189
Exercise for Lesson 21 ⇨ 193

Lesson 22 Our Solar System (Tata Surya Kita) ⇨ 197
Exercise for Lesson 22 ⇨ 200

Soal Evaluasi Bahasa Inggris SD ⇨ 203

Paket 1. Soal Evaluasi Bahasa Inggris SD kelas 4 ⇨ 203
Paket 2. Soal Evaluasi Bahasa Inggris SD kelas 5 ⇨ 213
Paket 3. Soal Evaluasi Bahasa Inggris SD kelas 6 ⇨ 222
Soal Ujian Sekolah Bahasa Inggris SD/MI ⇨ 232

Source: Google book (The teacher inform the title and the publisher of the book and the researcher browse it in the internet to get the evidence).

Appendix 7

SURAT PERNYATAAN

Surat Pernyataan

Saya, yang bertanda tangan di bawah ini,

Nama : Martha Ayudeviana
 NIM : 115110500111060
 Semester : 8 (Genap)
 Program Studi : S1 Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul *TEACHING METHOD IN TEACHING ENGLISH FOR STUDENT WITH MENTAL RETARDATION*

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Malang, 20 Februari 2015

Yang membuat pernyataan:

6000
 Martha Ayudeviana
 NIM. 115110500111060

Mengetahui:

Dekan

Prof. Ir. Retna Anindita, M.S., Ph.D.
 NIP. 19610908 198601 1 001

Ketua Program Studi
 S1 Pendidikan Bahasa Inggris

Drs. Sugeng Susilo Adi M. Hum
 NIP. 19680521 200801 1 004

Appendix 8

PERMOHONAN IJIN PENELITIAN



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran, Malang 65145 Indonesia
Telp. (0341) 575675 (direct), Fax: (0341) 575622 (direct)
E-mail: fib_ub@ub.ac.id http://www.fib_ub.ac.id

Nomor : 0149/UN10.12/AK/2015
Lampiran :
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Sekolah SMPLB Negeri Kedungkandang
Jl. H. Ali Nasrudin no. 02 Kedungkandang
Malang

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara :

Nama : Martha Ayudeviana
NIM : 115110500111060
Semester : 8 (Genap)
Program Studi : S1 Pendidikan Bahasa Inggris

Diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul *TEACHING METHOD IN TEACHING ENGLISH FOR STUDENT WITH MENTAL RETARDATION*.

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan

Prof. Ir. Ratya Anandita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 9

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Martha Ayudeviana
2. NIM : 115110500111060
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Deskriptif Kualitatif
5. Judul Skripsi : An Analysis on Methods in Teaching English for Students with Mental Retardation
6. Tanggal Mengajukan : 13/02/2015
7. Tanggal Selesai Revisi : 13/08/2015
8. Nama Pembimbing : Dian Inayati, M.Ed.
9. Keterangan Konsultasi *)

No	Tanggal	Materi	Pembimbing	Paraf
1.	13 Februari 2015	Pengajuan BAB I	Dian Inayati, M.Ed	
2.	27 Februari 2015	Revisi 1 BAB I	Dian Inayati, M.Ed	
3.	05 Maret 2015	Revisi 2 BAB I	Dian Inayati, M.Ed	
4.	09 Maret 2015	Revisi 3 BAB I	Dian Inayati, M.Ed	
5.	13 Maret 2015	Revisi 4 BAB I	Dian Inayati, M.Ed	
6.	19 Maret 2015	ACC BAB I	Dian Inayati, M.Ed	
7.	18 Maret 2015	Pengajuan BAB II	Dian Inayati, M.Ed	
8.	31 Maret 2015	Revisi 1 BAB II	Dian Inayati, M.Ed	
9.	13 April 2015	ACC BAB II	Dian Inayati, M.Ed	
10.	13 April 2015	Pengajuan BAB III	Dian Inayati, M.Ed	
11.	15 April 2015	Revisi 1 BAB III	Dian Inayati, M.Ed	
12.	21 April 2015	Revisi 2 BAB III	Dian Inayati, M.Ed	
13.	23 April 2015	ACC BAB III	Dian Inayati, M.Ed	
14.	23 April 2015	ACC Seminar Proposal	Dian Inayati, M.Ed	
15.	28 April 2015	Seminar Proposal	Dian Inayati, M.Ed	
16.	15 Juni 2015	Revisi setelah	Dian Inayati, M.Ed	

		SEMPRO		
17.	15 Juni 2015	Pengajuan BAB IV	Dian Inayati, M.Ed	
18.	25 Juni 2015	Revisi 1 BAB IV	Dian Inayati, M.Ed	
19.	28 Juli 2015	Revisi 2 BAB IV	Dian Inayati, M.Ed	
20.	31 Juli 2015	Revisi 3 BAB IV	Dian Inayati, M.Ed	
21.	03 Agustus 2015	Revisi 4 BAB IV	Dian Inayati, M.Ed	
22.	03 Agustus 2015	Pengajuan BAB V	Dian Inayati, M.Ed	
23.	04 Agustus 2015	ACC Seminar Hasil	Dian Inayati, M.Ed	
24.	10 Agustus 2015	Seminar Hasil	Dian Inayati, M.Ed	
25.	13 Agustus 2015	Revisi setelah SEMHAS	Dian Inayati, M.Ed	
26.	13 Agustus 2015	ACC Ujian Skripsi	Dian Inayati, M.Ed	
27.	20 Agustus 2015	Ujian Skripsi	Dian Inayati, M.Ed	

10. Telah dievaluasi dan diuji dengan nilai:



Malang, 21 Agustus 2015

Mengetahui,
Pembantu Dekan 1
Bidang Akademik

Dosen Pembimbing

Syariful Muttaqin, MA
NIP.19751101 200312 1 001

Dian Inayati, M.Ed
NIK. 2013097807222001