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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya First, all praise to almighty Allah SWT who always gives his blessings upon the writer in her life and enable her to finish this thesis entitled "An Analysis rs on Methods in Teaching English for Students with Mental Retardation". Secondly, may salutation and peace always be given to our prophet Muhammad Brawijaya Universitas Brawijaya SAW the adoration and the esteemed model. Special appreciation and gratitude goes to her supervisor Bu Dian Inayati. M.Ed. for her advice and patience to guiding the writer in the process of finishing this thesis. Special appreciation and gratitude also goes to her examiner Bu Frida Unsiah, M.Pd. for her comment, suggestion, and guidance in making this thesis better. The writer also would like to express her appreciation to all of the lecturers of English language education program that always guide and give knowledge for the writer since the first until the last semester. The writer also would like to express her gratitude to Pak Asmuin, S.Pd. as the headmaster of SMPLB N Kedungkandang Malang for his permission to conduct this research. The writer's gratitude also goes to all teachers in SMPLB N Kedungkandang who help the writer in conducting her research, especially Bu Sunarmi for her help, information, and guidance. Lastly, the writer dedicates this thesis to her grandparents Bapak Bapak Ngadenan and Ibu Sarmi, to her parents Bapak Eko Winarno and Ibu Rita Lestari for their love, prayer, and support. Then, the writer also dedicates this thesis to her younger sister Elok Anjar Sari and her younger brother Yudha Arie Wijaya for the si motivation to finish this thesis as soon as possible. Last but not least, big thanks are also dedicated to her best friends Nia, Jeane, Nadia, Afrin, Novil, Lum'aa, IPA 2, and others for their help and support. Finally, the writer realizes that this thesis is far from being perfect Universitherefore, the writer will accept all comment and suggestion in order to make this sites Universitas Brawijaya Writer

Universitas Brawijaya Chniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 as Brawijaya 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 Brawijaya 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 it as 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 Sitas Brawijaya Universithe target language is not the goal of foreign language instruction. The activities it as Brawijaya Universit conducted in the classroom were mainly translation. The teacher is the authority insitas Brawijaya Universit the classroom and the students' role is to follow the teacher's instruction. Universitias B Universities Br Based on the result of this study, the writer offers suggestion for the schools it as Brawijava University provide teaching assistance to help the teacher teach mild mental retardations it as B Universit class. Next, the English teacher needs to apply other teaching methods and all as R 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. as Brawijaya Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ayudeviana, Martha. 2015., Analisis Metode dalam Pengajaran Bahasa Inggris untuk Siswa Tunagrahita. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dian Inayati. rawijava 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 untuk mendeskripsikan dan menganalisis metode yang digunakan oleh guru dalam pengajaran bahasa Inggris untuk siswa tunagrahita yang mencakup beberapa aspek meliputi metode yang las Br digunakan oleh guru, prinsip-prinsip dalam metode yang diterapkan, kegiatan sitas B yang dilakukan dalam metode yang diterapkan, dan peran guru dan siswa selamasitas 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 sitas Brawij siswa digunakan sebagai media pengajaran, tujuan GTM adalah untuk membuat sitas Brawijaya siswa mampu menerjemahkan satu bahasa ke bahasa lain, dan kemampuan untuksitas Bl Si berkomunikasi dalam bahasa target bukanlah tujuan pengajaran bahasa asing Sitas B Universi Kegiatan yang dilakukan di dalam kelas yaitu menterjemahan. Guru mempunyaisitas Universi otoritas di dalam kelas dan peran siswa adalah mengikuti instruksi guru. Universitas Br ersitas Br Berdasarkan hasil dari penelitian ini, penulis memberikan saran kepada tas Iniversi 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 mendapatkan hasil yang memuaskan. Universitas Brawijawa Universitas Brawijaya

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rawijaya	Universitas Br Nowadays, one of the most outstanding languages in the world is English Sitas Bra	
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rawijaya	Universi French, Russian, and Spanish are international languages, but most people knowsitas Bra	
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rawijaya	Universities Universities English than French, and there are more non-native English speakers English than En	
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rawijaya	Universitas English has also been used for specific purposes such as in business, Universitas Bra	awiiav
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rawijaya	Universitaspect, English is thus taught in schools around the world, including in Indonesia sitas Bra	awijay
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rawijaya	Pendidikan Nasional, 2006) and Kurikulum 2013 (Departemen Pendidikan	awijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universit Nasional, 2013), English has been taught as a compulsory subject in junior high ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi school and senior high school levels. wijaya Universitas Brawijaya English is not only taught in regular schools, but also implemented in Universi special schools. Menteri Pendidikan Nasional (2006) states that the structure of Stas Bl Universitas Brawijaya Universitintellectual, and/or social impairment based on the competence standard of the Universit school's subject. Referring to Kurikulum Tingkat Satuan Pendidikan (Departemensit as Pendidikan Nasional, 2006) for special schools, English is treated as a compulsory Universitabject. Menteri Pendidikan Nasional (2006) claims that there are two categories of disability students used as a parameter to decide the structure of curriculum that Universit will be implemented in special schools. The first category is disability students without intellectual disorder. The types of disability that belong to disability Universit students without intellectual disorder are visual impairment, hearing impairment, Sitas Iniversi physical/motor disabilities, and emotional and behavioral disturbance. In this regard, the national standard curriculum implemented in regular schools can also Universibe 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 Universitas Brawijaya Universitas Brawijaya Universi The types of disability that belong to this category are mild mental retardation, sit as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers moderate mental retardation, moderate physical/motor disabilities, and multiple handicapped. Disability students with intellectual disorder need specific and Universi thematic curriculum. Therefore, special schools for disability students with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit intellectual disorder are given an autonomy to design a specific curriculum based Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiton the students' needs and abilities awijaya Universitas Brawijaya Teaching English as a foreign language for students with disability gives University several challenges because teaching English to normal students is naturally sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Association on Mental Deficiency (1983), mental retardation is a condition of Universities below average intellectual followed by deficits in adaptive behavior during the itas sitas Braw developmental period. World Health Organization (1996) defines mental retardation as an incomplete development of intellectual that is easily noticed Universi during the developmental period. Moreover, Child Assessment Service (2008) sites defines mental retardation as a condition during developmental period (0-18 years Universitold) where a child's intelligence and behavior are below average if compared tositas their peers. Based on some definitions above, mental retardation can be defined as Universit below average development of intellectual during child's developmental period sitas Brawijaya Universit (0-18 years old) which is followed by deficits in adaptive behavior. Djuwairiah (2014) believes that one of the biggest challenges for Universit professional educators is in providing students' need for special education sitas Brawijaya 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 Universithem rawijaya Universitas Brawijaya have been conducted. However, the study that focuses on teaching methods for Universi students with mental retardation is limited. One of the studies that focuses Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universite teaching methods for students with disability was a study by Rudelic (2012) who ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi University analyzed the placement, services, and teaching methods for students who are deafsity and compered them to non-deafness students. The result showed that the Universi placement, services, and teaching methods for those two groups of disabilitysitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universities, and teaching methods focus more on instruction and teaching functional Universitskills, while for students who are deaf, the focus is more on teaching based on site child's specific needs and collaborating instruction between teachers. Most of the studies about students with mental retardation focus on the teaching and learning Universi 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 Universithistorical forces claims that students with mental retardation should not be taughts academic skills. The result showed that there are no moral, legal or educational Universities ons why students with mental retardation should not be taught academic Related with the topic of the research conducted, two studies have been Universit 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) sitas Brawi aya Universi focusing on the process of teaching and learning English vocabulary for childrensitas with mental retardation and the problems appeared in teaching and learning process. The result showed that in the teaching and learning process, the methods Universitused by the teacher was Communicative Language Teaching, the technique used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teacher in teaching English for students with mental retardation at SMPLBN Universi Kedungkandang, Malang which cover some aspects including the methods used by the teacher, the principles of the method applied, the teaching and learning University activities conducted in the methods applied, and the teacher's and students' roles it as B Universitas Brawijaya Universit school was chosen due to its achievements in academic and non-academic aspects, Universit such as one of mental retardation student of SMPLB N Kedungkandang got silversit as 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 Universi junior high schools for disability students that has a state status in Malang (Dinas it as Pendidikan Malang, 2014). SMPLBN Kedungkandang teaches English to their Universitatudents 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. Universithe English teacher who teaches English at SMPLB N Kedungkandang is a Sitas Brawijaya Universi homeroom teacher that teaches all of school's subjects including English. This research focused on the eighth grade of mild mental retardation because the Universits chool provides the eighth grade to be investigated by considering that teaching sitas Braw and learning process of other classes were interrupted by some school's activities, Universities Br This research is worth conducting due to the benefits it may gain. For the sites 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, Universities expected that this research would be useful for teachers to apply appropriate Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University methods in teaching English for students with mental retardation and help the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteacher to create and apply appropriate learning activities for the students. Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universita Brayilaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias BraThe problem of this research can be formulated as follow: rawijaya "What are the methods used by the teacher in teaching English for students with as Brawijaya University mental retardation?" Universitas Brawi Universitas Brawi Universitas Brawi Universitas Brawijaya Based on the problem of the study, the objective of this research is: Universitas Brawijaya rawijaya niversitas Brawijaya Universit Universi "To describe and analyze the methods used by the teacher in teaching English forsitas Brawijaya rawijaya students with mental retardation." rawijaya **Definition of Key Terms** Universit 1.4 From the background of the study that described above, there are some rawijaya Universit statements that will be identified in this research as follows: 1. Teaching English: Impart knowledge to students with creating appropriate Universitas condition for students to acquire English subject easily with the support of sitas Brawijaya Universitas specific media, text books, or apply appropriate method. (Adapted from las Brawijaya Universitas Brawija Universitas Brown, 2000; Holesinska, 2006; Oxford Dictionary, 2015) Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit2. Method: Systematic process of classroom presentation to achieve learning it as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas objectives (Brown, 2000) s Brawijaya Universitas Brawijaya Mental Retardation: Below average development of intellectual during Brawijaya rawijaya Universitas child's developmental period (0-18 years old) followed by deficits in adaptives it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brahe last element in language teaching is technique. Technique consists of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universityarious types of exercises, activities or tasks used in the classroom to achievesitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning objectives (Brown, 2000). tas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Bran i teaching English, the aimplementation of appropriate method issitas Brawijaya Universitas Brawijaya University method, teachers should consider some aspects including the characteristics of sitas Brawijaya Universiteach method, classroom condition, and students' abilities and characteristics niversities Universitas Brawi There are several methods to teach English, each of which has different Universit objectives and characteristics. Those methods in teaching English will be sitas Brawijaya Universi discussed more in the next section. **Teaching Methods** The methods explained below are the most common methods which hav been used in teaching English over the years as follows: Universit1.s The Grammar Translation Method (GTM) GTM focuses on grammatical rules as the basis in translating the native University language into the target language (Brown, 2000). There are some principles of sitas Brawijaya Universi GTM. Based on Richards and Rodgers (1986), in GTM, students' native language as Brawijay Univer is the medium of instruction that it is used to explain new items. Moreover, Larsen University Freeman (2000) states that the goal of GTM is to make the students be able to sital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi translate one language into another language. She further elaborates that in GTM, sites Ri the ability to communicate in the target language is not the goal of foreign Universitlanguage instruction iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit In addition, Krashen (1982) also presents some other principles of GTM. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitin the native language. In GTM classroom, teacher explains the grammatical rulessitas Brav	wijay
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rawijaya	Universitrules in other examples. In GTM classroom, vocabulary is presented in the targets it as Brav	vijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijay
rawijaya	Universitlanguage and its translation in the native language. Larsen - Freeman (2000) sitas Bray	vijay
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rawijaya 	Universi are often drilled through written exercises to translate a reading passage from liversitas Bray	vijay
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rawijaya	Universit (2000) argues that in Direct Method, second language learning should be taught sitas Bray	vijay
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Universitas Brawijaya Universitas Br Richards and Rodgers (1986) specify some principles of Direct Method as Universitas Brawijaya Universitas Brawijaya Universi University follows: starget languages is a used to conduct classroom instruction, becauses students' native language is not allowed to be used in the classroom. The Direct Universi Method only introduces vocabulary and sentences used in everyday life. In this sitas Brawijaya Universitas Brawijaya University students are asked to make examples based on the grammatical rules explained. Universitas BraLarsen - Freeman (2000) mentions that there are some activities conducted site in Direct Method. Most activities in this method focus on the development of students' vocabulary and speaking skills, such as reading aloud, question and Universi 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, Universitand syntactic. (Larsen - Freeman, 2000). Harmer (2000) argues that Audio Sitas Brawijaya Universi Lingual Method uses the stimulus-response-reinforcement model to create good habits in language teaching. According to Larsen - Freeman (2000), in this Universit method, a teacher has the role to direct and control students' language behaviors it as Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrespond it as accurate as possible rawijaya Universitas Brawijaya Universitas Universitas Brawijaya Audio-Lingual Method, new material which consists of vocabulary is presented in Universithe form of dialogue. In this method, students usually depend on copying and Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** memorizing a set of phrases. In Audio-Lingual Method, there is limited or no ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi grammatical explanation because this method emphasizes more on oral and auralsita skills characterized by much use of tapes, language labs, and visual media, and University or attention is given to pronunciation and Universities Brawijaya Universitas Brawijaya Universit dialogue, drill, repetition, and memorization (Larsen - Freeman, 2000). According University 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. Universi Larsen - Freeman (2000) says that students in CLL classroom are expected to sitas 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 University language. In CLL classroom, the teacher offers help and gives advice forsitas Br students through providing conducive environment where the students can learn and grow successfully. For example, the teacher helps students to express what sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithey want to say in the target language by providing the translation. In CLLsitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitio the teacher, but as the students continue to study, they become independent by ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe time.vijava Larsen - Freeman (2000) presents that there are some activities conducted Universitin CLL classroom, such as group work, recording target language conversation, sitas Brawijaya Universitas Brawijaya Universities conversation. The most typical activity in CLL classroom is a group of sitas Brawijaya University students seated in a circle and the teacher is on the outside of that circle. Universitas Braw.
In the beginning of activity, the students can say what they want to say in Universitheir native language, while the teacher as a counselor translate it into the target Universi 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 Universitin the target language. The conversation can be recorded and used later forsitas listening. At the end of the lesson, students will discuss and collect new information Iniversi about the language they have learned. In CLL, there is a reflection time to know in a student's feeling and comments toward the activity conducted. If expected, the Universit 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 Universit5.s Suggestopedia Iniversitas Brawijaya Universitas Brawijaya can process great quantities of material if the right condition is given, such as Universi relaxation. Thus, Lazonov created a method that uses music as the basis in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya University learning (Harmer, 2000). Music is used to provide relax condition to get sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi maximum absorption of material given (Brown, 2000). The important aspects in sites Suggestopedia are the teachers' sympathy and the way they treat students. Universit According to Richards and Rodgers (1986), the primary role of a teacher insites Brawijaya Universitas Brawijaya University in appropriate ways to encourage positive reception. Brawijaya Universitas Brawijaya Universitas BraLarsen - Freeman (2000) points out some principles of Suggestopedia. Insitas Suggestopedia, students are given the dialogue in the target language and its translation in the native language. Thus, Suggestopedia classroom is characterized University University by bright and cheerful decoration of classroom. In suggestopedia, the most important parts to enhance learning are the classroom atmosphere and its physical University condition (Harmer, 2000). There are some activities commonly used in Suggestopedia, such as Universit discussion, question and answer, role play, and listening exercises under deepsitas Brawijaya Universi relaxation. According to Harmer (2000), Suggestopedia has three main sections of sites lesson: the first section is oral review section in which the previous material is Universitused for discussion activity. The second section is presentation and discussion of asitas Brawijaya 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 Universiteacher reads a new dialogue material and makes it synchronal with the music. Atsitas Brawijaya the end of this session, students can leave the class silently. Universitas The Silent Wavniversitas Brawijaya Universitas Brawijaya Universitas BraSilent Way views language as the unique features of expression, thought, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University feelings, and perceptions presented by a group of people (Larsen - Freeman, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 2000). She further explains that in the Silent Way, students should be able to use sizes language to express themselves, such as express their thought, perceptions, and Universi feelings. Silent Way emphasizes on the personal development of independence, sitas Brawijaya Universitas Brazana- Freeman (2000) specifies some principles of Silent Way. In the Sitas Brawijaya UniversitSilent Way, the teacher sets up the situations focusing on students' attention to the situation to the situatio language structures. Here, the teacher controls students' production through non-Universityerbal communication (gestures). Brown (2000) says that Silent Way is sit Universi 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 Universithe Silent Way, teacher has a role as a "stimulator" characterized by the teacher's sitas behavior that says as little as possible in the classroom, while students should University 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 Universitinclude students' responding to command or request given, question and answer, sitas Brawijaya and visual cues. **Total Physical Response (TPR)** ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe basic idea of TPR is the relationship between language teaching and sit as Brawijaya 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 Universi students has the role as "actors" who listen and perform the direction. According Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit (2000) elaborates that in the beginning of the lesson, the teacher gives modeling ital	
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rawijaya	focuses more on meaning rather than form. In Natural Approach, the teacher has a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
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rawijaya	Universitactivities, such as games, skits, and small group work sitas Brawijaya Universita	s Brawijay
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rawijaya	Universitas Br Krashen (1982) presents some principles of Natural Approach. In Natural	Brawijay
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rawijaya	Universit Approach classroom, the teacher speaks in the target language, while students are sites	Brawijay:
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rawijaya	Universi dominated by realia rather than text books in order to encourage comprehension	s Brawijay
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rawijaya	Universitas Brawijaya Universitas	
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rawijaya	Universitas Brawi Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the three stages of common activities conducted in Universitas Brown (2000) defines the Universitas Brown (2000) defines	s Brawijay
rawijaya	Universit Natural Approach. The first stage is preproduction or the development of listening sites	Brawijay
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rawijaya	Universi comprehension skills. The second is the early production stage characterized by sites	
rawijaya	Universi students' errors seen as common thing in learning language. In this stage, the liversitas	Brawijay
rawijaya	Universit	s Brawijay
rawijaya	Universiteacher focuses on meaning rather than form. And the last stage involves more sites	
rawijaya	University complex games role plays open-ended dialogue discussion, and small group	s Brawijay
rawijaya	Université complex games, role plays, open-ended dialogue, discussion, and small group	
rawijaya	Universitactivity. All the activities in the last stage emphasize on fluency.	
rawijaya	Universitas Universitas Universitas	
rawijaya	University Presentation Practice Production (PPP) University University Discussion Practice Production (PPP)	
rawijaya	Universitas B. According to Harmer (2000), PPP refers to a specific method that focuses	Brawijay
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rawijaya Irawijaya	Universition oral skills. In the initial stage, oral skills in PPP emphasize more on repetitionsitias Universitias Brawija.	
rawijaya	Universitas Brawija, Wijaya Universitas Un	
rawijaya	Universitas Braylia are some characteristics in PPP classroom. Harmer (2000) points	
rawijaya	There are some characteristics in PPP classroom. Harmer (2000) points Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitout that in PPP, students often practice the language through choral repetition, sit as	
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rawijaya	Universitas BraHarmer (2000) states that as its name, PPP is divided into three phases of sitas	Brawijay
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Universitas Brawijaya University activities include presentation, practice, and production. In the presentation, the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universiteacher presents the material through the use of a text, audio tape or visual media it as to demonstrate the situation. In this phase, the teacher has a role as "controller's Universitas Brathe second phase is practice in which the students practice to say or writesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the language structure correctly. In this phase, teacher has the role to direct University, give positive feedback, correct students' mistakes, and provide the Brawijaya as Brawijava Universitas Universi correct model for students. The typical activities in this phase include repetitionsitas drills, multiple choice exercises, and gap and cue exercises. The last phase of PPP is production. In this phase, students are asked to Universi 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 Universitypical production activities include dialogue, oral presentations, and productions it as of sentences or paragraph. Universit 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 Universifier 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 Universition language function rather than on grammar or vocabulary. Brawijaya Universitas Universitas Brawijaya claims that in CLT, the use of students' native language is allowed, but the target Universi language should be used as much as possible. The target language is not only used Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** in communicative activities, such as discussion or question and answer, but also to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University explain the material. Other principles of CLT are the teacher has the role to sit as as Brawijaya Universitas Brawijaya Universit University appropriate situations to encourage communication (Larsen - Freeman, 2000). Shesitas Brawii Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit themselves understand and understanding others. Persitas Brawijaya Universitas BraLarsen - Freeman (2000) presents some activities conducted in CLT: Classroom activities in CLT usually involve students in real communication, such Universitias scrambled sentence where the students are asked to arrange scrambled Universi sentences into the correct order, students comparing sets of pictures and finding similarities and differences, discovering missing features in a map or picture, and Universi problems solving. There are also social interaction activities includingsitas Br conversation and discussion session, dialogues and role plays, and debates. Universit 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 Universi interact each other will appear naturally when the students are given the task. Shesitas Brawijaya further explains that in TBLT, the teacher has responsibility to make correction and give suggestion toward students' performance Brawijaya Universitas Brawijaya Universitas Br According to Nunan (2004), there are some principles of TBLT. TBLTsitas 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 Universi process. Other principles of TBLT classroom are the use of authentic texts and the Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit languages used in the classroom are associated with the language used outside the	rsitas Brawijaya
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rawijaya	Larsen - Freeman (2000) defines three types of activities in TBL universitas Brawijaya	rsitas Brawijaya T
rawijaya rawijaya		
Irawijaya Irawijaya	Universit classroom. The first is an information gap activity which is involving students in Universitas Brawijaya Universitas Brawi	
rawijaya Brawijaya	the exchange of information. The second is an opinion gap activity in which the	e Psitas Brawijaya
rawijaya Brawijaya		
rawijaya Brawijaya	University students are asked to give their personal preferences, feelings, and/or opinion University Brawiiaya	rsitas Brawijaya
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rawijaya	Universi and pluralistic approach combining a variety of different learning activitie	rsitas Brawijaya
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rawijaya	Universi depending on students' needs. Moreover, Popova (2002) explains that Eclectic	csitas Brawijaya
rawijaya	Approach is a process to correct the imperfections of a specific method syllabus	rsitas Brawijaya
rawijaya	Universit Approach is a process to correct the imperfections of a specific method, syllabus	
Irawijaya Irawijaya	University material, and technique in order to achieve positive outcomes from the students. University university was a student of the students.	rsitas Brawijaya rsitas Brawijaya
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rawijaya	University approaches and methods to be applied in the classroom, rather than following on	
rawijaya	Universitas Brawiik	rsitas Brawijava
rawijaya	Universi specific method. The teachers decide what method that will be implemented based	dsitas Brawijaya
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rawijaya	Universitas Brawijaya	rsitas Brawijaya
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Universitas Brawijaya Universitas Branching English previously discussed may also be used to Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteach disability students. One of the categories of disability students is students sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya with mental retardation that will be discussed in the next section. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.2 BraMental Retardation as Brawijaya Universitas Brawijaya Universit Association on Mental Deficiency (AAMD) (1983), mental retardation is asitas Brawijaya condition of below average intellectual followed by deficits in adaptive behavior during the developmental period. World Health Organization (WHO) (1996) Universit defines mental retardation as an incomplete development of intellectual that issitas Brawijay easily noticed during the developmental period. Furthermore, Child Assessment Service (2008) defines mental retardation Universitas a condition during developmental period (0-18 years old) where a child's sitas intelligence and behavior are below average if compared to their peers. Based on Universitsome definitions above, mental retardation can be defined as below averagesitas Brawijaya development of intellectual during child's developmental period (0-18 years old) University which is followed by deficits in adaptive behavior. Universitas BraPeople with mental retardation have limitation in taking themselves, communication skills, and social skills. National Information Center University for Children and Youth with Disabilities (NICHCY) (2002) states that person with Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mental retardation also has limitation in mental functioning. The limitation in mental functioning makes mentally retarded people learn slowly than their age Universitas Brawijaya Universitas Brawijaya Universitpeers.rawijaya Because of those limitations, thus, through guidance, at least they are

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University expected to be able to handle their basic daily activities individually. People with rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi mental retardation have different level of achievement in some certain skills it as Brawijava (AAMD, 1983). Their achievement in those skills is based on the level of mental rawijaya University retardation they suffer that will be discussed more in the section below. Universitas Brawijaya rsitas Brawijaya - Universitas Brawijaya Universitas Brachild Assessment Service (2008) classifies mental retardation into foursitas Brawijaya categories including mild, moderate, severe, and profound mental retardation, Universitas Br whereas WHO (1996) classifies mental retardation into six categories including Universitmild, moderate, severe, profound, other, and unspecified mental retardation.sitas Brawijaya According to WHO, there are two other categories of mental retardation which are Universi not mentioned in Child Assessment Service including other and unspecified Universi mental retardation. The classification of mental retardation can be elaborated as Universitas Mild Mental Retardation People with mild mental retardation face some obstacles during their 4.5 Universit developmental period. People who have the IQ range from 50 to 69 are indicated sitas Brawijaya Universito have mild mental retardation (WHO, 1996). During pre-school, their overall development is slower than their peers, such as slow acquisition of language. Universit Mildly retarded people usually have speech problems that may persist into adultsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya life. Generally, mildly retarded people can acquire daily living skills and independence in taking care of themselves, such as eating, washing, and dressing. Universitas Brawijaya Universitas Brawijaya Universitas Br According to Child Assessment Service (2008), in adult life, mildlysitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** University social life or community. People with mild mental retardation can normally sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitachieve the ability to use speech for everyday purposes, and how to holds has sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Conversation. People with mild mental retardation can also do simple practical sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University work and have potential to involve in the work area. Isitas Brawijaya Universitas Brawijaya academic aspects, because usually they have particular problems in reading and University writing. However, mildly retarded people can be helped by education designed to sit as their skills.

The treatment needs and the behavioral, emotional, and social difficulties Universi of mildly retarded people are relatively similar to the normal people rather than to similar to the normal people rather than the similar tha other categories of mental retardation (Child Assessment Service, 2008). Universi Sometimes, associated conditions, such as autism, other developmental disorder, sitas 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 Universityange from 35 to 49. Unlike people with mild mental retardation, moderatelysitas Brawijaya retarded people need guidance to acquire self-care and motor skills. They have limited achievement and slow development of comprehension and the use of Universi language. In academic area, moderately retarded people tend to be slower than sit as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya mildly retarded people. Universities BroThe characteristics of people with moderate mental retardation can be seen Universi from their achievement in adult life (Child Assessment Service, 2008). In adult Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitation life, usually they are able to do simple practical work if the tasks are carefully ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi structured and skilled supervision is provided. Unlike mildly retarded people, sit as people with moderate mental retardation rarely achieve complete independence Universitaving as adulta Universitas Brawijaya University 3. Severe Mental Retardation Universitas Brawijaya Universitas Brawijaya Universitas Brathis category of mental retardation is mostly similar with moderate mental Universite tardation in terms of the clinical aspect and associated condition, such as the sitas supervision is needed to achieve self-care and motor skills. According to WHO Universit (1996), people with moderate mental retardation have the IQ range from 20 to 34. rsitas Brawijaya Child Assessment Service states that severely retarded people are characterized by motor / physical disabilities or other associated disabilities which Universit indicate mal-development of central nervous system. Severely retarded peoplesitas have more serious motor disabilities if compared with moderately retarded people, Universitherefore, due to their serious motor disabilities, they need more specific Brawijaya Universitguidance. **Profound Mental Retardation** Universitas BraWHO (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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universitor no ability in taking care of their own basic needs, such as eating, dressing, etc.sitas Brawijaya People with profound mental retardation need an intensive training and guidance in various aspects to acquire their basic needs in daily life (Child Universi Assessment Service, 2008). Unlike the three categories of mental retardation Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya Universitabove, people in this category tend to have serious limitation in mobility, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi incontinent, and are only capable to understand very basic forms of nonverbalsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universits Other Mental Retardation Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Based on WHO (1996), this category of mental retardation should be used Brawijaya Universitionly when the usual procedures of associated sensory or physical impairments, as Universitin blind, deaf, and severely behaviorally disturbed or physically disabled people is sitas particularly difficult or impossible to classify a specific type of disability. Therefore, this type of disability is classified as other mental retardation. Universi 6. Unspecified mental retardation Unspecified mental retardation occurs when there is a diagnose evidence Universit of mental retardation, but there is insufficient information that can be used to sitas classify which categories of this mental retardation are (WHO, 1996). Each category of mental retardation has different level of severity and its las Brawijaya University 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 University to help mentally retarded people to acquire certain skills. Universitas BraThis research will focus on the students with mild mental retardation because the school recommends mild mental retardation class to be investigated. Universit Although the main difficulties of students with mild mental retardation are insit as Br ersitas Brawijaya Universitas Brawijaya Univ categories of mental retardation. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	sitas	Brawijay
rawijaya	Universitas Br Mental retardation can be minimized if the causes of mental retardation are	sitas	Brawijay
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rawijaya	Universit detected since the beginning. Thus, it is important to know what factors that may	sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	sitas	Brawijay
rawijaya	cause mental retardation. Universitas Brawijaya Universitas Brawij	sitas	Brawijay
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rawijaya	Universitas Brawijay Valley (2002) argues that mental retardation can be payed by genetic		Brawijay
rawijaya	Universitas BraNICHCY (2002) argues that mental retardation can be caused by genetic		Brawijay
rawijaya	Universities Branch Condition. This genetic condition is the result of the combination of parents' errors	sitas	Brawijay
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rawijaya	Universit genes, abnormal genes inherited from parents, and chromosomal abnormalities./ers		
rawijaya	2 Prognancy and hirth factors		Brawijay
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rawijaya Irawijaya	Universit Child Assessment Service (2008) reports that mental retardation can be Universit	sitas	Brawijay
	Universit caused by improper development of the baby during pregnancy and birth factors.		
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rawijaya	Universita woman who consumes alcohol or gets an infection like rubella during Universita.	citac	Brawijay
rawijaya	University pregnancy is possible to have a baby with mental retardation. However, a baby		
rawijaya	Universitas I Universitas I Universitas I	sitas	Brawijay
rawijaya	Universiting have mental retardation when he/she has problems during birth, for example	sitas	Brawijay
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rawijaya	when a day aces not get enough oxygen.		Brawijay
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rawijaya	Mental retardation can be caused by some health problems, such as	sitas	Brawijay
rawijaya	Universit diseases like whooping cough, the measles, infections or brain injuries include	sitas	Brawijay
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rawijaya	Universi meningitis and brain trauma. Other health problems that cause mental retardation		
rawijaya	is an extreme malnutrition, lack of medical care, and no protection to poisons like	sitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁸sitas Brawijaya Universitas BraThe causes of mental retardation in most cases are unknown factors (Childsitas Brawijaya Universitas Brawijaya rawijaya Universitawareness of mental retardation. Brawijaya Universitas Brawijaya Universit diagnose the person who has mental retardation that will be discussed in the next sitas Brawijaya TAS BRAW Universitsection wijay Universitas Brawijaya **Diagnosis of Mental Retardation** According to NICHCY (2002), there are two main things to diagnosesitas Brawijaya people who have mental retardation. The first is intellectual functioning (IQ). Universit People with mental retardation can be diagnosed by their brain's ability to learn, Sitas Brawijaya Universithink, and solve the problems. Intellectual functioning (IQ) measured by an IQsitas Brawijaya test, and the average score of normal IQ is 100. People with IQ score less than 70 Brawijaya University 75 are diagnosed to have mental retardation. The second thing to diagnose people who have mental retardation is University adaptive behavior or adaptive functioning. Adaptive behavior refers to persons' Universitability 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 Universit dressed, going to the bathroom), communication skills (understanding what is said Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University and being able to answer a question), and social skills (interact with their friends, and social skills (interact with their friends). family members, adults, and others). To measure adaptive behavior, professionals Universitake a look at what a child can do in his/her certain age and compare them to what sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya other children of their same ages can do. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brain Indonesia, disability students including students with mental retardation Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi can be helped by special education, because the structure of special education issitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya designed based on the students' needs.
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.3 BraSpecial Education in Indonesia ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Wardhani (2006) says that there is no determination in the structure of Universit school for children with special needs. Children with special needs can enrollsitas Brawijaya kindergarten, primary, secondary, and higher education levels. There are four levels of special schools in Indonesia: kindergarten schools (two years), primary Universitschools (at least six years), junior secondary schools (at least three years), and sit as Brawijaya senior secondary schools (at least three years). Wardhani (2006) reports that there are two type of school services for Brawijaya Universitchildren with special needs. The first type is special school that provided only forsitas Brawijaya students with special needs. In Indonesia, special school is usually abbreviated as Universi SLB (Sekolah Luar Biasa). There are several types of special schools and eachsitas Brawijaya type of those schools is provided for different specific disability. To differentiate Universitéach type of special schools, usually each school or class use specific term as Brawijaya Universitfollows:wi 1. SLB –A: special schools for Visual Impairment Universit2. SLB - B: special school for Hearing Impairment ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 3. SLB - C: special school for Mild Mental Retardation as Brawijaya 4. SLB - C1: special school for Moderate Mental Retardation Universit5. SLB – D: special school for Physical Impairment rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 6. SLB – E: special school for Emotional Social Behavior Difficulties Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ³⁰sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University. SLB – G: special school for Multiple Disabilities ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit8. SLB - M: Special schools for Autistic Children versitas Brawijava versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas From the explanation above, the special schools for students with mental versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya University retardation are SLB-C for students with mild mental retardation, and SLB-C1 for sitals Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students with moderate mental retardation. Universitas Brawijaya Universitas Brawijaya Universitas Brames and type of school services for children with special needs is Brawijaya as Brawijava Universitas Brawijava Universitinclusive education that allows children with special needs to attend regular translations Brawijaya schools and study in general classrooms with non-disability students. Disability students need special education because they need specific Brawijaya Universi guidance in education aspect. Special education tends to give great help for the Brown aspect. disability students to develop both academic skills and social skills to live in Universit society (Menteri Pendidikan Nasional, 2006). In special education, disability students are taught all subjects which are University taught in regular schools. One of the subjects taught in special schools is English. Is it as Brawijaya 2.3.1 Teaching English in Special Schools Universitas Bran Indonesia, English is taught not only in regular schools, but also in sitas Brawijaya Universi 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 Universit creating appropriate condition for students to acquire the language (Brown, 2000). Sitas Brawijaya Universi 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 Universitappropriate teaching method as Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brauthermore, the implementation of teaching English in special schools is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi mentioned in Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan itas Nasional, 2006). English syllabus for special schools is mandated to the teacher. UniversiThe syllabus is applied based on students' needs. A different teacher may have it as Brawijaya Universitas Brawijaya students also have different needs. For example, the needs of students with visual Universitimpairment will be different with mentally retarded students. rawijaya Universitas Brawi Haiversitas Brawi Teaching English in special school is a good decision from the University overnment. The development of English as an international language makes sitas Brawijaya Universi 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 Sitas subjects taught in all school levels whether in regular schools or special schools Universitincluding elementary schools, junior high schools, and senior high schools. In Sitas Brawijaya UniversitIndonesia, the teaching English for special schools is mentioned in the curriculum. 2.3.2 Curriculum of Teaching English in Special Schools Universitas Brain Indonesia, the curriculum implemented in national education is as Brawijay Kurikulum Tingkat Satuan Pendidikan (Departemen Pendidikan Nasional, 2006). Universit The re-implementation of Kurikulum Tingkat Satuan Pendidikan (Departemensitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Pendidikan Nasional, 2006) in the second semester of academic year of 2014/2015 is because the government officially suspended the implementation of UniversitKurikulum 2013 (Widhiarto, 2014) awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Menteri Pendidikan Nasional (2006) mentions that the structure of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit curriculum for special education is developed for students with physical, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitemotional, mental, intellectual, and/or social impairment. Curriculum for specialsitas Brawijava rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas schools consists of eight until ten subjects, local content, special program, and rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit self-development. Furthermore, Menteri Pendidikan Nasional (2006) classifies itas Brawijaya Universitas Brawijaya Universit curriculum that will be implemented in special schools into two categories as Brawijaya Universitfollows:wijay Disability Students without Intellectual Disorder The first category is disability students without intellectual disorder. The Sitas Brawijaya Universi types of disability that belong to disability students without intellectual disordersitas B are visual impairment, hearing impairment, physical/motor disabilities, and Universitemotional and behavioral disturbance. In this regard, the national standardsitas curriculum implemented in regular schools can also be implemented for disability University students without intellectual disorder because these types of disability students are sitas Brawijaya Universi intellectually possible to follow the standard curriculum. Universitas B. According to Menteri Pendidikan Nasional (2006), the standard Universit competence and basic competence of general subjects (Bahasa Indonesia, Math, sitas Brawijaya 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya i University tudents' abilities and specific needs while the standard competence and basics it as Brawijaya competence of special program subject and skills are developed by the school. 2.5 Disability students with intellectual disorder liversitas Brawijaya Universitas Brawijaya Universitas BraThe types of disability that belong to this category are mild mental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	as Brawijay
rawijaya		as Brawijay
rawijaya	University retardation, moderate mental retardation, moderate physical/motor disabilities,	
rawijaya		as Brawijay
rawijaya	Universitand multiple handicapped (Menteri Pendidikan Nasional, 2006). Disability ita	
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rawijaya	Universitas Brawijaya	as Brawiiav
rawijaya	Universi Therefore, special schools for disability students with intellectual disorder are sita	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universita	as Brawijav
rawijaya	Universit given an autonomy to design a specific curriculum based on the students' needs	as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universita	
rawijaya	Universitas BraThe proportion of vocational skills subject for disability students with site	
rawijaya		
rawijaya	Universitas Braw Universitas U	as Brawijay
rawijaya	Universit intellectual disorder in SDLB, SMPLB, and SMALB C, C1, D1, and G focus	as Brawijay
rawijaya		as Brawijay
rawijaya	Universi more on skills to help themselves and basic skills to support students's its	as Brawijay
rawijaya	University	as Brawijay
rawijaya	independence (Menteri Pendidikan Nasional, 2006). Universi	as Brawijay
rawijaya	Universit Here is the detailed structure of curriculum for disability students its	as Brawijay
rawijaya	Universita	as Brawijay
rawijaya	université including mild mental retardation, moderate mental retardation, physical/motor	as Brawijay
rawijaya	Universit disabilities, and multiple handicapped in special junior high school levels	as Brawijay
rawijaya	Universitas Universita Universita	as Brawijay
rawijaya	Universit(SMPLB). Universitation	as Brawijay
rawijaya	Universitas B Table 2.1 Curriculum of SMPLB C, C1, D1, and G	as Brawijay
rawijaya	Universitäs Bra Component Grade and Time Allocation Universitä	as Brawijay
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rawijaya	Universitas E8.4 Art and Culture versitas Brawijaya Universitas Brawijaya Universita	as Brawijay
rawijaya	10 Vanational skills / TI *)	as Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi*) Vocational skills/technology information and communication is an optional. The development sitas Brawijay
rawijaya	University of vocational skills or information technology is mandated to school based on the potential of sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	**) Based on students' disabilities and needs. University 2 hours Equivalence of teaching and learning process. University 2 hours Equivalence of teaching and learning process.
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya
rawijaya	Universi taught as compulsory subject and it is taught through thematic approach. Min et it as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universital. (2012) define thematic approach as one of teaching strategies that uses themesitas Brawijay
rawijaya	Universities Brawijay to create an active, interesting and meaningful learning. Thematic approach is the
rawijaya	Universitas Brawijay
rawijaya	Universit process to integrate the material with the whole aspects of children development, Sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universitand students' social skills. It means that the teaching of English for disability sitas Brawijay
rawijaya	universi students with intellectual disorder including mental retardation is based on Brawijay
rawijaya	University and Inversity Brawijay
rawijaya	Universi students' development and abilities rather than students' learning achievement:sitas Brawijay
rawijaya	Universit Teaching English in special schools seems to be more difficult than
rawijaya	Università Brawijay
rawijaya rawijaya	Universities English in regular schools. Therefore, the material presented through Sitas Brawijay
rawijaya Irawijaya	Universitas Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
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rawijaya	University material given is based on their condition and abilities. University Material given is based on their condition and abilities. University Material given is based on their condition and abilities. University Material given is based on their condition and abilities.
rawijaya	Universitas BraThere have been some studies conducted on teaching English at specials tas Brawiiay
rawijaya	Universitas Braw, schools. There are several types of disability students that can be investigated in Universitas Brawijay
rawijaya	schools. There are several types of disability students that can be investigated in
rawijaya	Universit the teaching English at special schools, such as students with mental retardation. ersitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit 2.4 Br Previous Studies on the Teaching English for Students with Mental Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas BraRelated with the topic of the research that was conducted, two studies have sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya been conducted on the teaching of English vocabulary for students with mental Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi retardation. The first previous study was a study by Kurniawati (2013) who it as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** university analyzed the process of teaching and learning English for children with mental ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi retardation and the problem appeared in teaching and learning process. The itas objectives of her study were to describe the process of teaching and learning Universi English and the problems appeared in teaching and learning process for children it as Brawijaya Universitas Brawijaya There were four aspects of teaching and learning process investigated in her study Universitincluding curriculum, methods, media, and evaluation system. The design of hersitas study was a case study. Her data were collected by using observation and Universitinterview. 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 Universit process, the syllabus used by the teacher was topic-based syllabus, the methodsitas used was Communicative Language Teaching characterized by the involvement of Universit students in teaching and learning process, the media used was concrete objects in Universi surrounding, and the evaluation system used were oral and written tests. The other result of her study was the problem appeared during teaching Universitand learning process. The problem appeared during teaching and learning processsitas Braw was from the activity. There were some problems appeared such as different capability of students, students could not develop their initiation, students needed sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlong time to finish one topic, and the students still depended on teachers to getsitas Brawijaya ersitas Brawijaya Universitas Brawijaya Univ learning activity was lighter, and the teaching technique used was question and Universitas Brawijaya Universitanswer.wijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br The second previous study was a study conducted by Amalia (2014) who Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi analyzed the teacher's and students' activities during teaching and learning it as vocabulary for mentally retarded students. The objectives of her study were to Universified out students' activities in learning vocabulary and teacher' activities insitas Braw Universitas Brawijaya University SMPLB N Jepara in the academic year of 2013/2014. The design of her study was Universita descriptive study. The data were collected by using observation and interview. Universitas Braw Even though in findings she did not mention the students and teacher University activities during the teaching and learning process explicitly, she presented the Universi result covering her objectives of the study. It was found that in teaching and sites learning process, English vocabulary was introduced in the form of simple words, Universithe syllabus used was topic-based syllabus, the material given was lighter, the sitas methods and techniques used was Total Physical Response, Grammar Translation Universit Method, discussion, question and answer, and explanation, and the evaluation Sitas University system used were oral and written evaluation. Universitas B. As in Kurniawati, Amalia's findings were quite similar except in the Universit 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 rsitas Brawijava Universitas Brawijava Universitas Brawijava Universit Universiteach vocabulary for students with mental retardation. So, this research is interest sit as to analyze the methods in teaching integrated English for students with mental Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersifretardation.aya Universitas Brawijaya Universitas BraThe main difference between those two previous studies with this current Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University research is on the focus of the research. Those two previous studies focus on sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteaching vocabulary for students with mental retardation, while this research sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya focuses more on the analysis of methods in teaching integrated English for Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya University students with mild mental retardation. The objective of this research was to sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit describe and analyze the methods used by the teacher in teaching English for the strategic and analyze the methods used by the teacher in teaching English for the strategic and the s rawijaya University students with mild mental retardation. The design of this research was case study, sitas Brawijaya rawijaya Universit and the data were taken from observation and interview. **Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universit Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya

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rawijaya	Universitas Br This chapter presents the method used in this research, which co	onsists of sitas	Brawijay
	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	
rawijaya	Universi research design, data sources, data collection, and data analysis.	Universitas	Brawijay
	Universitas Brawijaya Univer ersitas Brawijaya	Universitas	
	Universit 3.1 Bra Research Design	Universitas	
	Universitas Brawijay The design of this research is descriptive qualitative. Qualitative Universitas Braw	Universitas	Brawijay
rawijaya	Universitas Bray	Universitas	Brawijay
rawijaya	Universit focuses on the study of social phenomena (Hancock, et al., 2009). Mar	shall and sitas	Brawijay
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universi Rossman (2006) further explain that qualitative research is used to desc		
rawijaya	Universi document events, beliefs, attitudes, social structures, and processes that	occur in	Brawijay
rawijaya	Universi		
rawijaya	Universi social phenomena.	hiversitas	
3	Universit This qualitative research belongs to case study. According to Coh	hiversitas	Brawijay
	Universit This qualitative research belongs to case study. According to Coh	iniversitas	Brawijay
	Universit (2007, p. 396), "case study strives to portray 'what it is like' to be in a p		
	University	Universitas	Brawijay
rawijaya	University situation, to catch the close up reality and 'thick description' of participation		
rawijaya	Universities experiences, thoughts or feelings toward a particular situation." Case stu	ıdy looks	Brawijay
, ,	Universitas BI	Universitas	
	Universitat a case or phenomenon in a real-life context.	Universitas	
, , , , , , , , , , , , , , , , , , ,	Universitas Braw This research attempts to analyze and describe the methods in	teaching	Brawijay
rawijaya	Universities of the students with mental retardation focusing on the meth Universities Brawijaya Universities Brawijaya	ods, the	Brawijay Rrawijay
	University principles of the method applied, the teacher's and students' roles,		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya activities conducted in the methods applied during teaching and learning	process.	Brawiiav
	Universi The result of this research was reported in descriptive form which is char		
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
	University by dominant use of words rather than numbers. niversitas Brawijaya	Universitas	
rawijaya	To obtaining the data needed in this research, thus, the sources	that can Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ³⁹sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universit provide information related to the objective of the research are needed. The data Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsources will be discussed more in the next section.versitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Data Sources
Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThis research was conducted at SMPLBN Kedungkandang, Malang Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi SMPLBN Kedungkandang is located on JL. H. Ali Nasrudin 02, Kedungkandang, stras Br Universit Malang. This school was chosen due to its B accreditation and its state status as Brawijaya Universithe only junior high school for disability students in Malang (Dinas Pendidikansitas Br ang, 2014).

This research was conducted at the eighth grade class of SMPLBN Universitas
Universi Kedungkandang because the school recommended the eighth grade to besitas investigated. This research analyzed VIII C class of SMPLBN Kedungkandang. Universi Referring to the types of special schools, the term C means that this class is Sitas specifically provided for students with mild mental retardation. It focused on the University students with mild mental retardation because there is only mild mental sitas Brawijaya Universi retardation category in the eighth grade of SMPLBN Kedungkandang. The eighth grade of mild mental retardation class consisted of five students Universitand the English teacher in this class was a homeroom teacher who taught all thesitas Brawijaya 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi mental retardation. The teacher is not only responsible to handle students with as Brawijaya 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 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit mastered even for normal students, awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univ⁴⁰sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramilaya The data needed in this research were taken mainly from the observation Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of the teaching and learning process and interview with the teacher of VIII C, sitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya which will be discussed in the next section.
ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramer The data of this research were collected through observation and interview Sitas Brawijaya Universitas follows: ava University Brawijay 3.3.1 Observation 3.3.1 Observation
Universitas Braw
Universitas Br In this research, observation was used to collect the data related to the sitas Brawijaya Universit phenomena happened in the natural settings directly. According to Cohen, et al. sitas Brawijaya (2007), observation offers the opportunity for the researcher to gather data directly Universi from natural social situations. Moreover, Hancock, et al. (2009) state that insit as Brawijaya observation, there are some instruments used for collecting data through Universit observation including written description, video recording, photographs and sitas Brawijaya Universitartefacts, and documentation. This observation was used to collect the data on the English teaching and Universitlearning process. This research observed the English teaching and learningsitas Brawijaya 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 Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi conducted. In SMPLBN Kedungkandang, English was taught once a week. Insitas Brawijava order to collect enough data, this observation was done in three meetings. This Universitas B Universit observation was conducted by taking the whole teaching and learning process in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	University process and other supporting tools, such as camera to collect the photos and sites Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	University record the yideo of the teaching and learning process, sitas Brawijaya Universitas Brawijaya
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rawijaya	3.3.2 Interview Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas BraCohen, et al. (2007) say that yinterview enables participants eithersitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitient or interviewees to discuss their interpretations and express their own sites Brawija
rawijaya	University point of view. This research used semi structured interview or sometimes referred Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitos as focused interview because this type of interview may give more detailed Brawija
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rawijaya 	University interview involves a set of open ended questions based on the topic areas covered. Sitas Brawija
rawijaya	Universitate Unive
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Irawijaya Irawijaya	Universitas Brawijas interviewees to discuss the topic in detail.
rawijaya Irawijaya	
rawijaya	Universit In this research, interview was used to clarify the whole data obtained and sit as Brawija Universit In this research, interview was used to clarify the whole data obtained and sit as Brawija Universitation of the control
rawijaya	Universita complete the data that could not be obtained from observation, such as the Universita Brawija
rawijaya	University teacher's background, teaching experiences, etc. This Interview was used to sit as Brawija
rawijaya	Universitas Universitas Universitas Brawija
rawijaya	Universi collect the data by interviewing an English teacher of the eighth grade of mildsitas Brawija
rawijaya	Universities B mental retardation class by considering that the teacher had dominant role in
rawijaya	mental retardation class by considering that the teacher had dominant role in Universitas Brawijay
rawijaya	Universit conducting the whole class activities and it was impossible to interview the sitas Brawija
rawijaya	Universitas Brawija wijaya Universitas Brawijaya
rawijaya	Universit students because of their disabilities. The interview used in this research consisted Brawija
rawijaya	of 25 questions (See Appendix 1) covering teacher's background, students Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitcharacteristics, methods used in the teaching and learning process, teacher's roles, sitas Brawija
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rawijaya Universitas B The data collected from the observation and interview were analyzed by sitas B Universitas	
rawijaya Universitas Br The data collected from the observation and interview were analyzed by sitas B Universitas Br Universi	
universitas B Un	awijay
rawijaya Universi data were analyzed through three stages including data reduction, data display, a universi and conclusion drawing and verification illustrated in the figure below. Universit Tawijaya Universit Tawijaya Universitas Universitas Universitas Brawijaya Universitas Brawi	awijay
trawijaya Universita Universita Universitas Brawijaya Universitas	awijay
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rawijaya Universitas Br In data reduction, the data from the written field note or transcription of sitas B	
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B observation and interview were selected, simplified, and/or organized. The data rawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya Universit reduction started during data collection period and continued until the final reports B	awijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya Universit were collected. The next stage of data analysis was data display. In this stage, the sitas B	awijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universition consisting of the methods used, the principles of the method applied, teacher and stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitstudents' role, and activities conducted in methods applied. The last stage of datasitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya analysis was conclusion drawing and verification. In this stage, the final data from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universit observation and interview during the research were concluded to answer the itas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University problem of the study iversity P Universitas Brawijaya rawijaya ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universit Universitas Brawijaya rawijaya rawijaya Universit rawijaya rawijaya niversitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive FINDING AND DISCUSSION'S Brawijava Universitas Brawijaya Universitas Brawijaya Universities Brawing This chapter presents the finding of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing and Indian Company of the data obtained through observation Universities Brawing Order of the Data of rawijaya Universitand interview which consists of analysis of methods used by the teacher and sitas Brawijaya discussion of the findings. Finding

Universe This section presents the findings of the data obtained through observation Universit4.1 BraFinding **Universitas B** University and interview. The data of this research were collected through observation during Sitas Brawijaya Universi 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 Universitstudents with mental retardation. Based on the school's recommendation, thesitas Brawijaya rawijaya observations were conducted in three meetings: May 11th, 18th, and 25th of 2015 University referring to the school's schedule. The interview was conducted on June 4th sitas Brawijaya Universit 2015 after the observation was done in order to clarify and complete the data that sites Brawijaya Universities and not be obtained from observation. Universitas BraThe analyses of the methods used by the teacher in teaching English forsitas Brawijaya Universi students with mental retardation were presented as follows: Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 4.1.1 ra Teaching Methods used by the English teacher as Brawijava Universitas Brawijava University C class of SMPLBN Kedungkandang, Malang. In SMPLBN Kedungkandang, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English has been taught for students with mild mental retardation once a week Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra		ersitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Univ e	¹⁵ sitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya	Universit every Monday for	two hours (2 x 45 min)	ites) In VIII C cla	ss there were fix	arsitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya	Universitstudents/consistin	g of two males and three	e females. Based o	n the observatio	nsitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Bra	awijaya Unive	e <u>r</u> sitas Brawija
rawijaya	Universitas Brawijaya each student has Universitas Brawijaya	different characteristic	s of communicati	on, learning, ar	ıd Ərsitas Brawiia
rawijaya	Universit behavior which ar				
rawijaya		Universitas Brawijaya	-		ersitas Brawija
rawijaya	le al aven	Universitas P			ersitas Brawija
rawijaya		Univer	ersitas Bra		ersitas Brawija
rawijaya	Universi Statement 1 (see A				ersitas Brawija
rawijaya					
rawijaya	"Most of the Universities taggler or the	students can communica	ate in a good way	whether with th	he Arsitas Brawija
rawijaya	teacher or the	rir other friends. In VIII	C class, there is o	ne of the studen	us
rawijaya	realited Titlett (who has a speech problem a good way. I and her of			
rawijaya		ise we are already used i	to getting along wit	th Intan every da	rsitas Brawija
rawijaya	Thus, her spee	ech problem does not dis	turb her in learnin _e	g because she sti	ill Preitae Brawija
rawijaya	understands w	hat others said even the	ough she cannot sp	peak the languag	ge ersitas Brawija
rawijaya	University properly."		Mal		ersitas Brawija ersitas Brawija
rawijaya	Iniversi Statement 2 (see A	appendix 2, question 10)		/ 11	ersitas Brawija ersitas Brawija
rawijaya	Universit \"The five stud				
	Universita Intan are able	ents have different charactories to follow the teaching and	cteristics in learning	g. Ulfa, Nikki, an while the rest of th	iasitas Brawija
rawijaya	Universita students inclu	ding Rivan, and Siti are	still having difficul	ties in manv wa	VSeitae Drawija
rawijaya	Universitas such as they co	unnot use the dictionary p	roperly."		
rawijaya	UniversitThe detailed char		NET!		ersitas Brawija Veitas Brawija
rawijaya		acteristics of each stude	iii are mustrated ii		
rawijaya	Universitas Bl		44		ersitas Brawija
rawijaya	Universit Table 4.1 Charac	cteristics of Students wit	th Mild Mental Re		
rawijaya	Universites Premii		. /		ersitas Brawija
rawijaya	Universit No. Student's		Characteristics	wijaya Hajy	ersitas Brawija
rawijaya	Name	Communication	Behavior	Learning	ers itas Brawija Preitas Brawija
rawijaya	Universitas Bravijava	She can manage good communication with her	She always pays attention to teacher's	She is an acti- student. If she fin	
rawijaya	Universitas Brawijaya	classmates and teacher in	explanation and	difficulties, she w	ill
rawijaya	Universitas Brawijaya	La good way. S Brawijaya	instruction. She likes to do the task with	ask question to the teacher. She can u	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	sitting quietly.	the dictiona	irv
rawijaya	Universitas Brawijaya	Universitas Brawijaya He can communicate with	Universitas Bra Compared to his	properly. Nikki is a qui	ersitas Brawija
rawijaya	Universitas Brankinya	his classmates and teacher	other classmates,	student. He c	an l
rawijaya	Universitas Brawijaya	in a good way. Stawijaya	Nikki belongs to student with high	understand ti instruction easi	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	ability in learning.	and sometimes he	ordicad Brawnja
rawijaya		Universitas Brawijaya	Universitas Bra	awijaya Unive	ersitas Brawija
rawijaya 		Universitas Brawijaya			ersitas Brawija
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	omvorondo Bravijaya		arrijaya omronomao			
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rawijaya	Universitas Brawijaya Cont		awijaya Universitas	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	Universitas Br	He always pays attention	helps to explai	ii iiisti uctioii to	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Br	to teacher's explanation and instruction.	his other frien dictionary proj	ds. He can use	
rawijaya	Universitas Brawijaya	She has speech	Intan is the type of	She is a pass	ive student but	Brawijaya
rawijaya	Universitas Brawijaya	problem, sbut she still can	student who is easily attracts by something. For	she always pa teacher's ex		Brawijaya
rawijaya	Universitas Brawijaya	manage good	example, she will laugh	instruction. S	he can search	Brawijaya
rawijaya	Universitas Brawijaya	communication with others. The	continuously when his friend does funny things.		in dictionary she does not	Brawijaya
rawijaya	Universitas Brawijaya	teacher and her	But, she will sit quietly	know how t	o choose the	Brawijaya
rawijaya	Universitas Brawijaya	classmates also can understand	when doing the task and after finished it, she likes	appropriate tra	nslationersitas	Brawijaya
rawijaya	Universitas Brawijaya	the way she	moving around and makes	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	communicates.	conversation with her friends.	Brawijaya	Universitas	
rawijaya	Universit 4. B Rivan	He can	Rivan is the type of		long time to	Brawijaya
rawijaya	Universitas Brawi	communicate in a good way with	student who likes moving around and talking to his		k. He still faces memorizing the	Brawijaya
rawijaya	Universitas Br	his teacher and	friend.	alphabet. He	also does not	Brawijaya
rawijaya 	Universitas	his classmates.	第 第			Brawijaya
rawijaya	Universit	750			t, when he does	Brawijaya
rawijaya 	Universi				e material or will ask the	Brawijaya
rawijaya	Universi			teacher.	will ask sties	Brawijaya
rawijaya	Universi 5. Siti	Siti is a little bit	Siti is the type of student		characteristics	Brawijay
irawijaya 	Universit	introverts. She rarely	who is only sitting quietly and does not like to talk	She still finds	milar to Rivan. difficulties in	Brawijay
rawijaya	Universit	communicates	more.	memorizing	alphabet and	Brawijaya
Irawijaya	Universita	with her friends if her friends do		does not kno dictionary.	w how to use	
rawijaya	Universitas	not ask her first,			Universitas	
rawijaya 	Universitas	but she can manage good			Universitas	
rawijaya 	Universitas L	communication			Universitas	
rawijaya	Universitas Bl	with her teacher. She	14 元	a	Universitas	
rawijaya	Universitas Bra	really trusts the	a A	aya	Universitas	
rawijaya 	Universitas Braw	teacher.		- Ijaya	Universitas	
rawijaya	Universitas Brawija			wijaya	Universitas	
rawijaya rawijaya	Universitas Brawijava	se five students, Si	ti and Rivan were studen	nts who faced	the most	Brawijay
rawijaya rawijaya	Universitas Brawijaya					
Brawijaya Brawijaya	Universitate Proviices					
rawijaya rawijaya	Universitas Brawijaya more specific gu Universitas Brawijaya	uidance to Siti and	l Rivan. By considering	students' int	ellectual,	Drawijay
rawijaya rawijaya						
rawijaya	Universit based on the inte					
rawijaya	Universitas Brawijaya Universiteach this catego	orv of students is th	e syllabus for the fourth	Brawijaya Lififth, and si	Universitas	Brawijay
rawijaya						
rawijaya	of elementary scl	hools (see Appendi	avijaya Universitas x 5).	Drawijaya	Universitas	
rawijaya rawijaya	Universitas Brawijaya		awijaya Universitas		Universitas	
rawijaya	Universitas Brawijaya		awijaya Universitas awijaya Universitas		Universitas	
rawijaya rawijaya	Universitas Brawijaya		awijaya Universitas awijaya Universitas		Universitas	
rawijaya	Universitas Brawijaya		awijaya Universitas		Universitas	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universities implemented based on students' ability and the material given is chosen it as carefully which can understand by the students." (see Appendix 2, question Universitas Brawijaya Universitas Brawijaya 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 ersi 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, Universi such as visual impairment. The passing grade for all mentally retarded students in sitas 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) Iniversitas Brawijaya "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

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ⁴⁸sitas Brawijaya Universitas Brawijaya Universities Rivan, the score 3 is mean that they are passed or get the standard but, for the Universities other students like Ulfa and Nikki, if they got 3, it means that they are failed it as Brawijay Universitas and do not meet the standard rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Statement 2 (see Appendix 2, question no. 25) versitas Brawijaya Universitas Brawijaya Universitas "The task for the students is usually differentiated based on students," ability. Sitas Brawijaya rawijaya Universitas Usually I prepared three types of task because if all the students are given the sitas Brawijaya Universitas same task, the students that have more serious problem in learning including itas Brawijaya Rivan and Siti will be difficult to pass the standard score." Universitas Braming and learning and learnin Universi process during those three meetings were presented below: Universitas Brawijaya **3.1.1.1** Meeting I The first meeting was done on May 11th 2015. The material given in thesitas Brawijaya 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 Universit were described in the sections below: 1. Pre - Teaching In the beginning of the class, the teacher was greeting the students, askings tas Brawijaya students' condition, and checking students' attendances. All of the five students University attended the class. Then, the teacher gave review about the previous material that Sitas Brawijaya Universitis about "color" by giving some related questions, while the students answered stras Brawijava those questions based on their understanding. Universitas Brakfter giving the review, the teacher conducted a simple question and sitas Brawijaya Universit answer session related with the new material that was about public areas, for sites Brawijaya example: "Kalau kalian ingin membeli baju, kalian pergi kemana?" (If you want University to buy clothes, where do you go?). After warming up, the teacher conducted somesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya activities described in the next section below. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas BraBased on the observation, after giving review and warming up related with versitas Brawijaya Universitas Brawijaya Uni Universi areas. The teacher used the native language (bahasa Indonesia) to explain the itas Brawijaya material and because the students are difficult to understand the explanation Universition conducted in the native language, the teacher used mother tongue (Javanese Universi language) to explain the material. The task given in the first meeting was focusing on drilling students to University translate the native language into the target language. Before giving the task, the Universiteacher gave the example presented both in the native language and its translation in the target language. After giving the example, the teacher conducted the Universitinstruction in the native language in order to ease the students in understanding sitas the instruction that is supported by the teacher's statement during the interview as Universit 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 Universitas Indonesia) or sometimes it may use mother tongue (bahasa Jawa) if the sitas Brawijaya Universities students are difficult to understand the native language." (see Appendix 2, sites Brawijay) Universitas question no. 12) After the teacher conducted the instruction, the teacher gave chance for the University students to ask question if they did not understand about the material or sitas Brawijaya instruction. Some students asked the teacher about the translation of vocabulary related with the public areas. Then, the students were asked to translate some Universi sentences related with public areas from the native language into the targets it as Universitas Brawijaya Universitas Brawijaya Universit language. The teacher gave eight questions related with public areas which **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁵⁰sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** familiar with the students' real life, such as to translate the sentence "Ulfa pergi Universitas Brawijaya Universitas Brawijaya Universities toko membeli gula" (Ulfa goes to the shop to buy sugar). The students then significantly sugar to the shop to buy sugar). copied it into their task book and after finishing it, they started to translate it with Universitusing dictionary. The students did their task individually with the guidance from it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the teacher. Universitas Brothe students faced some obstacles when they did the task. The students Universitneeded a long time to copy the task into their task book especially for Rivan and sitas 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 Universitielow: "The students have limitation in memorizing. Thus, the teacher needs to reexplain 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. Strass Brawllay Universitias For example, there was a student who searched the translation of "pasar" from sitas the first page of the dictionary." (see Appendix 2, question no. 7) Another difficulty faced by the students in using the dictionary was the University students could not differentiate how to choose the best translation. For example, sitas Brawijaya 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 Universi "he, she, him, and her", the students would write all those words if they were sit as Br asked to translate it. Universitas Brafter the students finished their task, they collected their task to the Universi teacher. The teacher made correction toward students' answer and if the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit made an error, the teacher asked to the other students about the correct answer and sitas Brawijaya Universitif they still did not know the correct answer, the teacher informed the correct sitas Brawijava Universitas Brawijaya Universitas Brawijaya answer. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3.1.1.2. Meeting 2 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The second meeting was done on May 18th 2015. The material was about Universityart of things that emphasized on natural context, such as the things that can besit as Brawijaya 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 Universitwere described in the sections below: 1. Pre – Teaching In the beginning of the lesson, the teacher greeted the students, asked their Universit condition, and checked their attendances. In this second meeting, Ulfa was absentation because of sickness. Before continuing to the new material, the teacher gave a Universit warming up by conducting conversation with the students related with the newsitas Brawijaya material. The teacher gave triggering questions, such as "Dapatkah kamu Universit mencoba menyebutkan benda apa saja yang ada di dalam kelas?" (Can you try to sitas Brawijaya 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 Universitsiti & opinion foo. Universitas Brawijaya Universitas Br After giving warming up, the teacher started to explain the new material insitas B the native language. Besides explaining the material, the teacher also gave the Universitas Brawijaya Universitas Brawijaya Universi example of things that could be found in specific places, such as the things that sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas can be found in the market and presented those both in the native language and the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitarget language. Universitas Brawijaya Universitas Brawijaya Universitas Br After explaining the material, the teacher gave an individual task for the tas Brawijaya Universitas Brawijaya Universitas students as presented in the next section below: tas Brawijaya Universitas Brawijaya Universitas Universit2.s Teaching Activities rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Based on the observation, before giving the task, the teacher conducted the Universitinstruction in the native language and gave a chance for the students to ask Universit question if they did not understand it. Some of the students asked the teacher to sit as During the second meeting, there were two activities conducted in the Universi 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 Universi language. The teacher gave an easier task for the students who had more difficulty si in learning compared to the other mildly retarded classmates. This is supported University 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, sitas 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 Universi in the office, Rivan was asked to make a list about the parts of tree, and Siti was it as 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 Universitas Brawijaya Universitor places, java

Universitas Brawijaya Universitas Br The second activity conducted in the second meeting was translation. After Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universithe students finished making the list of vocabulary about the things that could be sit as sitas Brawijaya Universitas Brawijaya Univer language. As in the first meeting, the task was used translation and dictionary as it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit faced some difficulty, the teacher helped students by providing the translation, but Universithe 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 Universificationary 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 University made mistakes, the teacher asked the other students to give the right answer. Sitas However, because the students did not know the correct answer, the teacher erst informed the correct answer and asked the students to correct their answer. 3.1.1.3 Meeting 3 Universitas BraThe 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. Universitas Prewiteachingniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas BraThe teacher opened the class by greeting the students, asking students's condition and checking students' attendances. In the third meeting, all of the Universi students were attending the class. In the beginning of the class, the teacher gaves it as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit review about the previous material. The teacher asked the students about what Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** they had learned, while the students answered the question based on what they Universi remembered. After that, the teacher started to explain the material that was about sites the definition of antonym and gave examples in students' native language. The Universite teacher also gave a chance for the students to ask questions if they still did not it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya understand the explanation. Universitas Brakfter explaining the material, the teacher gave the task for the students, Universit which is described below. Universities 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 Universiteacher 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 Universit 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. Universitias Br 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 rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe students as follow: versitas Brawijaya Universitas Brawijaya 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 Universities 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)

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Meeting 3 • Students completed the sentences with antonym and translated it into the target language (English). • Making correction and gave comment toward students answer. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one by one and write the answer on the black board. • Answering ive the question one put to the properties of the properties and the instruction in students' native language • Making correction and gave comment toward students'
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Referring to chapter two, there were 12 methods commonly used in sitas B University teaching English over the years. Based on the observation during the three law in the sitas B University and University teaching English over the years. Based on the observation during the three law inversities B University and Universit
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rawijaya Universitas Translation Method (GTM). This is supported by the teacher's statement during
Translation Method (GTM). This is supported by the teacher's statement during
right in the control of the control
rawijaya Universitinterview as seen below:
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rawijaya Universitas "The method applied usually uses the translation as the basis because itas B
rawijaya Universitas mentally retarded have difficulty in understanding the target languagesitas B
rawijaya Universitas presented without translation but, it does not mean that I only use one method sitas B
rawijaya Universitas Lalso use more than one method to teach them as long as they can understand sitas B
the material and can follow the teaching and learning process well." (see Appendix 2, question no. 19)
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From the interview, the teacher also stated that she also uses more than one
From the interview, the teacher also stated that she also uses more than one universities Brawijaya Universities Brawijaya Universities Brawijaya
rawijaya Universit method, but based on the observation during the three meetings, the method las B
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Universitas Brawijaya Universitapplied in the classroom dominantly focused on GTM. There were some states Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit principles of GTM implemented in the three meetings which are presented below: sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Brawijaya Universitas BraThere were some principles of GTM appeared during the teaching and sitas Brawijava learning process. The first principle was about the role of native language in the Universit classroom. Most of the teaching and learning process during the three meetings sitas Brawijaya including explaining of the material, conducting the instruction, and managing the communication with the students were conducted in the native language which Universit reflects one of the principles of GTM on the use of native language as the medium sit as Br 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 Universitative language. The second principle of GTM is an important goal in GTM that is for Universitstudents to be able to translate vocabulary / sentences from one language intositas Brawijaya another language. During the observation, the most dominant activity during the Universit three meetings was translation. In every meeting, the students were given a task to Universi translating the vocabulary from the native language into the target language as presented in the table 4.2. Universitas Branother principle is the ability to communicate in the target language is sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universit during pre - teaching activity, the teacher gave a chance for the students to asksit as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas questions if they still did not understand the explanation of the new material. In Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁵⁸sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit doing so, the teacher used the native language to conduct question and answer ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University with the students and the students also used the native language to respond to the sitas Brawijaya rsitas Brawijaya Universitas Brathe teacher's role played in GTM during the three meetings was the itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University activities. She was the one who had the authority to manage the classroom Universitactivities and decide the task for the students. For example, based on the stage 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 Universi to use the dictionary properly. Based on the observation during the three meetings, the students have the Universi same role that is to do as what the teacher said. The students followed these teacher's instruction and did the task based on what the teacher said. For example, Universitin the third meeting, the students were following the teacher's instruction to write Universi 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 Universi little student – student interaction. Universitas BraThe 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitfollowing section. Universitas Brawijaya Universitas Brawijaya Universita Braniscussion Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brain 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.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ⁵⁹sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit This research focuses on students with mild mental retardation in VIII C class of Sitas Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi SMPLB N Kedungkandang, Malang. WHO (1996) states that people with milds tas mental retardation have an IQ range from 50 to 69, which means that this category University of students will face some obstacles in academic area because they have belows that Brawijaya Universitas Brakerding to Child Assessment Service (2008), the main difficulty of sitas Brawijaya University people with mild mental retardation is in academic aspects. According to the sitas teacher, the most academic obstacles faced by the students with mild mental University retardation are in using the dictionary properly and in understanding the sitas Br Universi instruction. Therefore, in order to ease the students, the teacher explained the strass materials in the native language and sometimes also explained it in mother tongue. UniversitThis is in line with Larsen - Freeman (2000) who states that in foreign languageSitas classroom, the native language is used to clarify the meaning of the target University 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 Universitone student in the class named Intan had a speech problem, she was able tositas Brawijaya manage a good communication with the teacher or the other students. Intan could Brawijay understand what the other said. Thus, this speech problem does not give a bad ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University effect on the learning process because the teacher and the other students can still as Brawijaya Universitas Br Despite those obstacles, the behavioral characteristics of mildly retarded students were quite similar with those on normal students. For example, the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univeositas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students usually pay attention to the teacher's explanation and sometimes there is ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University a student who likes to sit quietly or move around. This is supported by the claims it of Child Assessment Service (2008) elaborating that the behavioral, emotional Universi difficulties or condition of mildly retarded students are relatively similar to the itas Br Universitas Brawijaya ersitas Brawijaya Universitas Universit should be given equal treatment. Universitas Brain this research, the method applied during the three meetings is GTMs 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 Universi in the classroom. This principle is in accordance with Richard and Rodgers (1986) sitas who argue that in GTM, student's native language is the medium of instruction Universithat it is used to explain new items. The target language was used when the sitas teacher gives example and the teacher needs to provide both the native language University and its translation to ease the students in understanding the teacher's explanation states. 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 Universitlanguage into another language (Larsen - Freeman, 2000). Translation has ansitas B 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 Universi learning because the students were difficult to understand the material if it directly it as 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. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni Universitas Br Another principle appeared is that the teacher and students communicate Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University each other by using the native language. This is supported by Larsen - Freeman ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit (2000) who argues that the ability to communicate in the target language is not the sites goal of foreign language instruction in GTM. Krashen (1982) further states that in Universi GTM classroom, the use of target language is limited because the students would star Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi Compared to the first principle, this principle is focus more on the use of native Universit language to communicate each other during the teaching and learning process. Versitas Universitas Braw Krashen (1982) further elaborates that in GTM classroom, the vocabulary Universitivas presented in the target language and those translations in the native language. Universi The same principle was applied during the teaching and learning process in which sitas most of the tasks and materials found during observation focused on the University ocabulary that was commonly used in daily lives and its translation. In terms of activities conducted in the method applied during the three Universit meetings is translation. In every meeting, the students were asked to translate Sitas Brawijaya University ocabulary or sentences from their native language into the target language. This sitas activity is in line with one of the common activity conducted in GTM that University 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bı University with the data found from observation. During the three meetings, the teacher had sit as Br 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' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitask and when the students' answer was false, the teacher informed the correct Universitas Brawijaya Universitas Brawijaya

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rawijaya	University answer. The teacher also asked students difficulties related with their task and	s Brawijay
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rawijaya	Universitgave suggestion to the students. Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universiteacher's instruction (Larsen - Freeman, 2000). The students had the role to do ital	
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rawijaya	University what the teacher said, and thus there is little students' initiation and little student -	s Brawijay
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rawijaya	Universitas BraOverall, it could be concluded that GTM is the method used by the Englishsitas	
rawijaya	Universitas Braw Universitas teacher in the teaching and learning process during the three meetings. This is in sites of the control of the c	s Brawijay
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rawijaya	University studies were in contrast with Kurniawati (2013) revealing that the method used by Sitas	s Brawijay
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rawijaya	Universitä English teacher was Communicative Language Teaching. Although the method	s Brawijay
rawijaya	Universitievealed in this study was only GTM, it might be because this research was sites	
rawijaya	Universitas // Universitas	s Brawijay
rawijaya	Universi conducted only in three meetings and at that time, the teacher was focusing on sites	
rawijaya	Universities GTM. There will be the chance that the teacher used another method in next	s Brawijay
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rawijaya	University meetings as the teacher stated during the interview (see Appendix 2, question no. Sitas	
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rawijaya rawijaya	Universite teaching and learning process. Based on the data obtained through obsumiversit	servation niversitas	Prawijay
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rawijaya Brawijaya			
rawijaya Brawijaya	Universita First, the method used by an English teacher to teach English for	students	Brawijay
rawijaya	Universitivith mental retardation during the three meetings in SMPLB N Kedungka		
rawijaya	Universitas	Universitas	
rawijaya	Universi GTM. There are some principles of GTM appeared during the teach	ing and sitas	Brawijay
rawijaya	Universities have been been been been been been been be		
rawijaya	Universitas Braw	lassroom Universitas	Brawijay
rawijaya	Universitas the medium of instruction, the goal of GTM is to make the students		
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitranslate one language into another language, and the ability to commun		
rawijaya	the target language is not the goal of foreign language instruction in GTM.	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas BraSecond, the students with mild mental retardation have		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya characteristics in behavior, learning, and communication that affect their Universitas Brawijaya	Universitas learning	Brawijay
rawijaya			
rawijaya	Universitachievement. The behavior and communication characteristics of stude		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi mild mental retardation are quite similar with the normal students, such as		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universithe students can communicate in a good way even though they have speech	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universi problem. In learning aspect, the students faced some difficulties due to their belows it as	
rawijaya	Universitas Brawijaya	s Brawijay
rawijaya		
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	B
rawijaya		s Brawijay
Irawijaya	translation. During the three meetings, the students were asked to translate	s Brawijay
Irawijaya Irawijaya	Universitas Brawijaya Universitas Universi	
Irawijaya Irawijaya		
Irawijaya Irawijaya	Universitas Braw Universitas Br During the teaching and learning process, the teacher has dominant role to	s Brawijay s Brawijay
rawijaya	Universit direct the whole class activities while the students' role is following the teacher's	s Brawijay
rawijaya		s Brawijay
rawijaya	Universi instruction. The teacher decides the task given for the students and is responsible itask	s Brawijay
rawijaya	University to make the correction toward students' answer. The teacher also gives individual inversity in the correction toward students' answer.	s Brawijay
rawijaya	University	s Brawijay
rawijaya	Universi guidance for each student by considering that the students have different needs its	s Brawijay
rawijaya	Universitation	s Brawijay
rawijaya	Universitation Univer	s Brawijay
rawijaya	Universitas (Universitas)	
rawijaya	Universits.2 Suggestion Universitas	
rawijaya	Universitas B Based on the findings, in order to cope with the related problem appeared sites.	s Brawijay
rawijaya		
rawijaya	Universiting this research, the writer gives some suggestions that are revealed here:	
rawijaya 	Universitas Braw jaya Universitas	
rawijaya rawijaya	Universitas Bra For the school, in order to maximize the teaching and learning English for italian Universitas Brawijaya Universitas	
Irawijaya Irawijaya	Universitas Brawijaya Universitas Students with mild mental retardation, it is suggested that SMPLB N Universitas Brawijaya	s Brawijay s Brawijay
rawijaya	Universi Kedungkandang needs to provide teaching assistance to help the teacher who	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universiteaches mild mental retardation class. Even though the number of the students in sites	s Brawijay
rawijaya		
rawijaya	the class only five and they have high trust to their teacher, each student has	s Brawijay
rawijaya	Universit different needs and ability which make this category of students too difficult to be site.	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas	s Brawijay
rawijaya	handled only by one teacher during the English teaching and learning process.	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay

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rawijaya		rsitas Brawij	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive	⁶ sitas Brawij	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawij	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawij	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawij	jay
rawijaya	Universitas Br Related with the students' difficulties in academic aspect such as in using	gsitas Brawij	jay
rawijaya		rsitas Brawij	
rawijaya	Universithe dictionary, it is suggested for the school to provide the specific dictionary	ysitas Brawij	jay
rawijaya	Universitas Brawijaya	rsitas Brawij	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rsitas Brawij	jay
rawijaya	University tudents in using the dictionary properly and University Brawijaya University	rsitas Brawij	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawij	jay
rawijaya	Universitas Brahis is also suggested for the teacher to try or apply other methods that	rsitas Brawij	jay
rawijaya	may appropriate to teach English for students with mild mental retardation such a	rsitas Brawij	jay
rawijaya	Universitas Brawijaya Unive	rsitas Brawij	jay
rawijaya	Universit Total r Physical Response (TPR) and Eclectic Approach. The teacher also		jay
rawijaya	Universitas Braw Univer	rsitas Brawij	
rawijaya			
rawijaya	University maximizing the facility provided in the classroom, such as LCD to support he		
rawijaya rawijaya		rsitas Brawij	
rawijaya rawijaya		rsitas Brawij	
rawijaya rawijaya	The last suggestion is for the future researchers. The future researchers ar	e ersitas Brawij	jay iov
rawijaya Irawijaya	Universit suggested to conduct more detailed research such as conducting classroom action		_
rawijaya		rsitas Brawij	
rawijaya	University research in order to try out and find out the methods that would be appropriate to	o rsitas Brawii	iav
rawijaya	Universitieach mildly retarded students. The next researchers can also investigate not only		
rawijaya		rsitas Brawij	
rawijaya	Universi method, but also the whole teaching and learning process of English. Related with	hsitas Brawii	iav
rawijaya	Universities R Universities B Univer		
rawijaya	the finding of this research, the future researchers are also suggested to conduct Universities Bra	rsitas Brawij	iav
rawijaya	Universithe research in longer time in order to get enough data and reveal satisfied data		
rawijaya		rsitas Brawij	
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rawijaya	Universitas Universitas	pendix 1
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	Universitas	INTERVIEW GUIDE
rawijaya		
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya How long have you been teaching the students with mental retardation? (Sudah berana Jama ibu mangajar ajawa tunggrabita?)
rawijaya		(Sudan berapa lama ibu mengajar siswa tunagramta:)
rawijaya		Have you been trained to teach students with mental retardation? You Universitas Brawijay
rawijaya		(Apakah yibu Upernah temendapatkan pelatihan tuntuk mengajar Usiswasitas Brawijay
rawijaya	Universitas	tunagrahita?) Universitas Brawijaya Universitas Brawijay As the teacher, what are your biggest challenges in teaching students with Brawijay
rawijaya		mild mental retardation?
rawijaya	Universitas	(Sebagai seorang guru, apa tantangan terbesar ibu dalam mengajar siswa Brawijay
rawijaya	Universitas	tunagrahita ringan?) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1
rawijaya		How is the importance of teaching English for students with mentalsitas Brawijay retardation, besides it is already stated in the curriculum as the compulsory Brawijay
rawijaya 	Universitas	cubiect?
rawijaya 	Universita	(Bagaimana pentingnya mengajarkan bahasa inggris untuk siswa tunagrahita
rawijaya 	Ulliversi	selain karena bahasa inggris sudah tercantum dalam kurikulum sebagai mata
rawijaya	Universi	pelajaran wajib?) How is the structure of English syllabus for students with mild mental
rawijaya	Universit 5.	How is the structure of English syllabus for students with mild mental _{sitas} Brawijay retardation and how closely do you follow the syllabus in your teaching
rawijaya	Universit	activity?
rawijaya	Universit	(Bagaimana susunan silabus untuk siswa tunagrahita ringan dan apakah dalam Brawijay
rawijaya	Universita	mengajar, ibu selalu mengikuti silabus tersebut? What is the learning chicative of English subject for students with mild mostal.
rawijaya	Universit ⁶	What is the learning objective of English subject for students with mild mental sitas Brawijay retardation and what is your consideration to decide the learning objective?
rawijaya	Universitas	(Apa tujuan pembelajaran bahasa Inggris untuk siswa tunagrahita ringan dan
rawijaya	Universitas	apa yang menjadi pertimbangan ibu untuk menentukan tujuan pembelajaran Brawijay
rawijaya	Universitas	tersebut?) A Universitas Brawijay What are the difficulties food by the students with mild mental retardation in
rawijaya	Universitas	What are the difficulties faced by the students with mild mental retardation in Brawijay learning English?
rawijaya	Universitas	(Apa kesulitan yang dihadapi oleh siswa tunagrahita ringan dalam
rawijaya	Universitas	pembelajaran bahasa inggris?) wijaya Universitas Brawijay
rawijaya		What are the behavior characteristics of students with mild mental retardation, Sitas Brawijay
rawijaya		especially during the teaching and learning process in the classroom? Universitas Brawijay (Bagaimana karakteristik tingkah laku siswa tunagrahita ringan, khususnya Brawijay
rawijaya	Universitas	
rawijaya	Universitas	
rawijaya	Universitas	either with teacher or their classmates? Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	(Bagaimana kemampuan berkomunikasi siswa tunagrahita ringan baik dengansitas Brawijay
rawijaya	Universitas10.	guru maupun teman sekelas mereka?) How are the learning characteristics of students with mild mental retardation? (Bagaimana karakteristik belaiar siswa tunagrahita ringan?)
rawijaya		(Dugamana Karakteristik belajar siswa tanagramta imgan.)
rawijaya		How do you identify the special needs of your students? Brawijaya Universitas Brawijay
rawijaya 		(Bagaimana ibu mengidentifikasi kebutuhan khusus dari setiap siswa ibu?) versitas Brawijay
rawijaya	Universitas	
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay

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rawijaya	Universitas	
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rawijaya	Universitas	
rawijaya		How do you conduct the instruction for students with mild mental retardation Brawijay
rawijaya	Universitas	in order to make them easy to understand the instruction? Tawijaya Universitas Brawijaya
rawijaya		(Bagaimana cara ibu memberikan instruksi kepada siswa tunagrahita ringansi tas Brawijaya
rawijaya	Universitas	agar mereka mudah memahami instruksi tersebut?)
	13.	agar mereka mudah memahami instruksi tersebut?) How do you keep students' motivation during teaching and learning process?
rawijaya	Universitas	(Bagaimana ibu membuat siswa tetap termotivasi selama proses belajar
rawijaya		mengajar?) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya What kind of assistance do you give to help students with mild mental Brawijaya
rawijaya		
rawijaya 	Universitas	retardation to achieve successful learning? (Bimbingan seperti apa yang ibu berikan untuk membantu siswa tunagrahita ringan dalam mencapai kesuksesan belajar?)
rawijaya 	Universitas	<i>O</i>
rawijaya 		What materials do you use in teaching English for students with mild mentals as Brawijay
rawijaya 	OTHITOTOTCAO	retardation? (Materi-materi apa saja yang ibu gunakan dalam mengajar bahasa inggris Brawijaya
rawijaya	Universitas	
rawijaya 	Universitas 16.	What is the commonly skill taught (speaking, reading, writing, and listening)
rawijaya 	Omroisitus	for students with mild mental retardation?
rawijaya 	Universita	(Skill apa yang biasa diajarkan untuk siswa tunagrahita ringan (berbicara, Sitas Brawijaya membaca, menulis, dan mendengarkan)?)
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Universitas Brawijaya Appendix 2 TRANSCRIPTION OF INTERVIEW WITH THE ENGLISH 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 Briterhitung sejak tahun 2008. Sebelumnya saya ditempatkan di kejar paket itas B sebagai tenaga honorer. as Brawijaya Universitas (I have been taught in SMPLB N Kedungkandang during 7 years since 2008. Before it, I placed in "kejar paket" as the "honorer".) @IS 2.S 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 feels as surprise when face this category of students but it time by time, I can adapt with students' characteristics.) 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?)* 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.) Bagaimana pentingnya mengajarkan bahasa inggris untuk tunagrahita selain karena bahasa inggris sudah tercantum dalam kurikulum sebagai mata pelajaran wajib? (How is the importance of teaching English for student with mentals as B 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 Universitas Br bahasa Inggris dasar seperti yang biasa dijumpai dalam kehidupan sehari-sitas B 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.) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Bagaimana susunan silabus untuk siswa tunagrahita ringan dan apakah dalam mengajar, ibu selalu mengikuti silabus tersebut? awijaya Universitas Universitas Br (How is the structure of English syllabus for students with mild mentalsitas Brawijay retardation and how closely do you follow the syllabus in your teaching A: Silabus yang digunakan untuk siswa tunagrahita ringan adalah silabus Universitas Bribahasa Inggris untuk SD kelas 4, 5, dan 6. Kegiatan belajar mengajar itas Brawijaya selalu mengikuti silabus tetapi pengaplikasiannya disesuaikan dengan las Bi 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.) Universitas 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.*) 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 berulangulang menjelaskan materi. Siswa juga Memiliki kesulitan dalam mengunakan 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. // Jaya Universitas Br (The students have limitation in memorizing. Thus, the teacher needs to re-sites R 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.) Universi 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 Universitas Braclassroom?) niversitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya : Semua siswa memiliki karakter berbeda. 5 siswa di kelas memiliki pendiamsitas Brawijaya karakteristik tingkah laku yang berbeda. Siti cenderung Universitas Brasedangkan rivan tipe anak yang hyper aktiv.ersitas Brawijava (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.) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 9. Q: Bagaimana kemampuan berkomunikasi siswa tunagrahita ringan baiksitas Brawijaya dengan guru maupun teman sekelas mereka? with mild mental (How is the communication ability of students retardation either with teacher or their classmates?) Brawijaya Sebagian besar siswa dapat berkomunikasi dengan baik dengan gurusikas Brawijaya maupun teman. Di kelas VIII C, terdapat seorang siswa bernama Intansi tas Brawijaya 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 katakana karena kami sudah terbiasa bersama Intan setiap hari. Sehingga masalah dalam berbicaranya tidak mengganggunya dalam belajar karena dia tetap dapat memahami apa yangsikas Brawijaya dikatakan orang lain meskipun dia tidak dapat berbicara dengan bahsa 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 others it as 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.) How are the learning characteristics of students with mild mental 10. Q: retardation? (Bagaimana karakteristik belajar siswa tunagrahita ringan?) Ya Lima siswa memiliki karakter yang berbeda dalam belajar. Ulfa, Nikki, dansitas Brawijaya Intan mampu untuk mengikuti proses belajar mengajar sedangkan siswa sa Ri yang lain termasuk Rivan dan Siti tetap memiliki kesulitan dalam banyak hal misalnya mereka tidak dapat mengguanakan 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 sitas Brawijay Universities By rest of the students including Rivan, and Siti are still having difficulties insities Brawijaw many ways such as they cannot use the dictionary properly.) Q: Bagaimana ibu mengidentifikasi kebutuhan khusus dari setiap siswa ibu? (How do you identify the special needs of your students?) Wijaya Universitas Universitas A: Di awal proses penerimaan siswa baru, di sekolah terdapat programsitas Brawijaya "Assessment". Jadi sejak awal, kita sudah mengevaluasi bagaimana karakter setiap siswa sehingga kita punya panduan untuk mengajar siswa Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya tersebut dan kita dapat mengetahui perkembangan siswa dan kita juga dapat mengupayakan agar siswa dapat mengikuti proses pembelajaran. Versitas Universities Br.(In the beginning of the students' entrance process, in the school, there is it as Brawijava 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 Brastudents to follow the learning process.) niversitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas B 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?) VETSI 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.) Universi 13. Q: Bagaimana ibu membuat siswa tetap termotivasi selama proses belajarsit 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.) Universit 14. Q: Bimbingan seperti apa yang ibu berikan untuk membantu siswa tunagrahita ersitas Braingan dalam mencapai kesuksesan belajar? Universities Br (What kind of assistance do you give to help students with mild mentals retardation to achieve successful learning?) Saya memberikan bimbingan secara individual karena setiap siswa memiliki kemampuan berbeda-beda. Universitas Br (I give Individual guidance because each student have different ability.) ersitas Brawijaya 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 Bramental retardation?) as Brawijaya Universitas Brawijaya Universitas A: Materi- materi yang diberikan biasanya materi yang dasar dasar saja sepertisitas Universitas Br kosakata yang mereka gunakan dalam kehidupan sehari-hari dan terkadang Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya siswa juga membuat kalimat sederhana meskipun itu cukup sulit untuk Universitas Branereka.) Universitas Brawijaya Universitas Brawijaya Universi Universitas Br(The materials given usually are the basic materials such as the vocabularys has they used in daily life and sometimes the students also make simple sentences even though it is hard enough for them.) Universi 16. Q: Skill apa yang biasa diajarkan untuk siswa tunagrahita ringan (berbicara, sitas Br Universitas Bramembaca, menulis, dan mendengarkan)? iversitas Brawijaya ((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 Bra- anak kesulitan. Jadi skill yang masih memungkinkan untuk diajarkan si Br 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 sites Br 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) tas Br used for fourth, fifith, and sixth grade of elementary school. From those text books, we are looking for the material that can be understood by the students easily.) 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?) Tidak tentu karena siswa tunagrahita adalah tipe siswa moody. Ketika mood siswa bagus, saya langsung memberikan materi atau tugas yang Universitas Br lebih banyak, tetapi ketika siswa tidak mood atau tidak terlalu bersemangat itas 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 Universitas Br in a good mood, I give more material or task, but when the students are in itas Universities Br a bad mood or not too excited during the teaching and learning process, I Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya cannot even force the students to finish the task because the most By 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?) Universitas Braretardation?) Universitas A: Metode yang diaplikasikan biasanya mengguanakan "translation" sebagaisitas Brawi Br pokok akarena siswa tunagrahita ringan memiliki kesulitan I dalam tas Br 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 das B 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 sites retardation?) A: Kegiatannya 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 Bretardation? 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 lias Bra Bradirectly.) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 22. Q: Bagaimana ibu mengevaluasi perkembangan siswa dalam belajar bahasa (How do you evaluate your students' progress in learning English?) Universitas A: Mengevaluasi perkembangan siswa selama proses pembelajaran adalah itas yang terpenting namun tetap ada evalusi tulis dan lisan untuk mengevaluasi perkembangan siswa. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya (Evaluating students' progress during the teaching and learning process is Universities By the most important, but there is still written test to evaluate the students's less Universitas Brandgress.) Universitas Brawijaya Universitas Brawijaya Q: Apakah ada standar kelulusan tertentu dalam mata pelajaran bahasa inggris untuk siswa tunagrahita ringan? Universitas Br (Is there any specific passing grade on English subject for students with itas Brawijaya Universitas Branild mental retardation? Prawijaya Universitas Brawijaya Universitas Brawijaya 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 SILAS BI By normal students but also lower than students with other disability such as it as By 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 sitas 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 sitas lulus atau mencapai standar tetapi, untuk siswa lain seperti ulfa dan Nikki, jika mereka mendapat nilai 3 itu berarti mereka gagal atau tidak mencapai (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 as Brawijaya 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.) Universi 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?) Tugas untuk siswa biasanya dibedakan berdasarkan kemampuan siswa. Bi Biasanya saya menyiapkan tiga tipe tugas karena jika semua siswa tas 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' Universitas Brability. Usually I prepared three types of task because if all the students it as University Brare given the same task, the students that have more serious problem in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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