

CHAPTER I

INTRODUCTION

A. Background Of the Study

English is an important language that is use by many people all over the word. English affects many factors in human life, such as social, cultural, political, economic, etc. It is use extensively as a second language and as an official language in the whole word. More recently, English as a foreign language has been increasingly studied by Indonesian student's. This is the first foreign language taught to Indonesian student's from elementary to college level. The main purpose of teaching English in Indonesia has been designed. Not only for academic purposes, but also for the development of scince and technology as part of the program of the Indonesian government (Rajani, 2015).

However, it is not so easy for learners to understand English Indonesia. Because it has a number of regulatory items.

Because the whole citizens without exception, whether he has a disorder or not have the same right to education. This is guaranteed by the NII in the 1945 Constitution article 31, paragraph 1 are announced. That every citizen is entitled to teaching (Masbull, 2016), in fact mental disability students alike can learn English just that they need a certain way and method, these factors are limited due to the situation in which students can practice their English more often (Rajani, 2015). Through the Total Physical Response method each student must be active, this method can make students actively

in learning imperative sentence. This is one way to improve the effectiveness of students in learning English. Thus, the process of learning in the classroom has been successful.

One of the most important subject's in the study methodology of teaching. Pedagogical are familiar with a variety of teaching methods to address diversity in class. Differences is a typical characteristic of the class, which is cause by the difference student level, interests, gender, ability, cultural background and family, all kinds of difficulties and learning disabilities. The latter attracted a lot of attention.

Learning disabilities has been discussed by many researcherities. In order to understand the problems that also necessary to have a basic knowledge of brain function. The reason is that learning said defects are cause by some type of brain anomalies, injuries, disorders of perception, which can lead to difficulties in learning, information processing and recall. As a result student's with learning disabilities may have failed in the learning process. As a result, they often face side effects, such as a low value, stress, fatigue because of the extra hours spent learning, lack of confidence and self-reliance, social difficulties with classmates, teachers, parents, behavioral, psychological conditions are poor, and even depression. In fact, it is not possible, and not even true, to resolve all the problems and struggles, however, parents and teachers of tetrying to find a way to help children and their students, support them, reduce stress, encourage them to make progress and lead them to success. There has been a lot of discussion

around the topic of teaching students with learning defect. A large number of pedagogical resources trying to build their solutions scientific, Neurologic findings (Rajani, 2015). The study tries to find and show educators, teachers, parents and children with learning difficulties are different ways to be successful in teaching/ learning process. Some studies even claim they have find a treatment for a variety of brain disorders. I would like to discuss how the English working-class movement with both regular student's and student's with learning disabilities. The role of movement discussed by a large number of methodology. I have chosen approach: Total Physical Response (TPR). As a very important element in the process of teaching/ learning because it has been the easiest way to make the mentaly retarded student for understanding by focusing on speaker and the movement that made by the speaker to supporting what they said, it's like to make them (the mentaly retarded) by knowing what the words mean by the movement of the part of body through TPR method.

B. Scope and Limitation

The study is qualitative study. It is only done to describe the English teaching method in teaching English for Mental Disability learner used by the English teacher in SLBN of Palangka Raya

The study is limited to the teachers who teaching by TPR metod in mental disability learner and to the mental disability student who learn english by TPR method.

C. Research Focus

This study focuses on student's mental disability in SPECIAL SCHOOL of Palangka Raya Grade V or IX in Normal School.

D. Research Problem

1. How is the implementation Total Physical Response Method in learning English to the Disability Student?
2. How the mental disability student's response in learning English using Total Physical Response Method.

E. Objectives of The Study

The objectives of this research are:

1. To know and to describe the effectiveness of using Total Physical Response Method in learning English For Disability Students In Special School Of Palangka Raya.
2. To know and to describe the students response in learning English through using Total Physical Response Method.

F. Theoretical Framework

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures. Let us briefly consider these precedents to Total Physical Response. Total Physical

Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association has been and the more likely it has been recalled. Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue. Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach. This refers to several different comprehension-based language teaching proposals, which share the belief that:

- a) comprehension abilities precede productive skills in learning a language;
- b) the teaching of speaking should be delayed until comprehension skills are established.
- c) skills acquired through listening transfer to other skills.
- d) teaching should emphasize meaning rather than form teaching should minimize learner stress. The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition in language teaching (William, 2015).

G. Significance of The Study

Some significance of this research are:

1. The result of this research is expected to increase linguistic mastery and student's acquisition of English especially for Disability student.
2. The result of this research is expected to be an input in improving the quality of English learning, especially for Disability student.
3. The result of this research is expected to be a reference for other researchers who are interested to do research on the teaching english for Disability Student.

H. Operational Definiton

The researcher would like to study about “ **Using Total Physical Response To Teach English for Mental Retardation Students in Special School of Palangka Raya**” There fore to make the understanding of this proposal, the researcher would like to explain some defenition and terms:

1. Total Physical response

Originally developed by James Asher, an American professor of psychology, in the 1960s, Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. A typical TPR activity might contain instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary". The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves. The above examples, however, also illustrate some of the potential weaknesses inherent in the approach. Firstly, from a purely practical point of view, it is highly unlikely that even the most skilled and inventive teacher could sustain a lesson stage involving commands and physical responses for more than a few minutes before the activity became repetitious for the

learners, although the use of situational role-play could provide a range of contexts for practising a wider range of lexis. Secondly, it is fairly difficult to give instructions without using imperatives, so the language input is basically restricted to this single form. Thirdly, it is quite difficult to see how this approach could extend beyond beginner level. Fourthly, the relevance of some of the language used in TPR activities to real-world learner needs is questionable. Finally, moving from the listening and responding stage to oral production might be workable in a small group of learners but it would appear to be problematic when applied to a class of 30 students, for example. In defence of the approach, however, it should be emphasized that it was never intended by its early proponents that it should extend beyond beginner level. (In theory it might be possible to develop it by making the instructions lexically more complex (for example, "Pick up the toothpaste and unscrew the cap"), but this does seem to be stretching the point somewhat). In addition, a course designed around TPR principles would not be expected to follow a TPR syllabus exclusively, and Asher himself suggested that TPR should be used in association with other methods and techniques. In terms of the theoretical basis of the approach, the idea of listening preceding production and learners only being required to speak when they are ready to do so closely resembles elements of Stephen Krashen's Natural Approach. Short TPR activities, used judiciously and integrated with other activities can be both highly motivating and linguistically

purposeful. Careful choice of useful and communicative language at beginner level can make TPR activities entirely valid. Many learners respond well to kinesthetic activities and they can genuinely serve as a memory aid. A lot of classroom warmers and games are based, consciously or unconsciously, on TPR principles. As with other "fringe" methods, however, wholesale adoption of this approach, to the total exclusion of any other, would probably not be sustainable for very long

2. Teaching

Teaching is form of interpersonal influence aimed at changing the behavior potential of another person, Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

3. Mental Disability

Intellectual Disability, formerly known as "Mental Disability," is a disorder with onset during the developmental period. It includes intellectual deficits and difficulty functioning in daily life in areas such as communication, self-care, home living, social/ interpersonal skills, self-direction, academics, work, leisure, health, and safety. Intellectual disability has many different etiologies and may be seen as a final common pathway of various pathological processes that affect the central nervous system. Prior to the publication of DSM-5 in 2013, diagnostic criteria for Mental Disability required that an individual score 2 standard

deviations below their expected IQ compared to same-age-peers on standardized IQ tests (Full Scale Intellectual Quotient ≤ 70). In the DSM-5, IQ scores have been deemphasized. There is no longer a “cut-off” score or threshold per se for establishing a diagnosis. Rather, scaled IQ scores are evaluated in context of individual’s entire “clinical picture.” The rationale for this change has been that while scaled IQ scores represent approximations of conceptual functioning, they may be insufficient to assess reasoning in real-life situations and mastery of practical tasks within conceptual, social, and practical domains. For example, a person with an IQ score above 70 may have such severe adaptive behavior problems in social judgment, social understanding, and other areas of adaptive functioning that the person’s actual functioning is comparable to that of individuals with a lower IQ score.

4. Teaching Methods

The term **Teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or “approaches” — teacher-centered and student-centered.

a. Teacher-Centered Approach to Learning

Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

b. Student-Centered Approach to Learning

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction. To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement

instruction and connect with their students. Within each of these three main teaching styles are teaching roles or “models.” Theorist A.F. Grasha explains the five main teaching models in her publication *Teaching with Style : Expert, Formal Authority, Personal Model, Facilitator and Delegator*. To gain a better understanding of the fundamentals of each teaching style, it’s best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching (Teach.com).

5. Definition of SLB (Sekolah Luar Biasa)

School (SLB) is a school that is specially designed for children with special needs of one type of abnormality. Education used was a great education for children with special needs. Special Education is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, social, but has the potential intelligence and special talents. Besides outstanding education also means learning that is designed specifically to meet the unique needs of a child's physical abnormality. Exceptional education would be appropriate if the student's needs can not be accommodated in the education general program . in short, exceptional education is a learning program that is prepared to meet the unique needs of individual students. An example is a child who is lacking in vision require a book that letter enlarged. Exceptional education assumes that there is a separate group of

children who have special educational needs and are often referred to Children with Special Needs. This assumption is not true because.

1. Any Children can experience difficulty in learning.
2. Many children with disabilities do not have problems in learning, just having problems in access to, but they are still labeled "special needs children".
3. Children who have an intellectual disability can often learn very well in a particular field or on certain stage in his life.

Exceptional education does not define specific terms, in fact, is often called a special general learning needs. For example, the need to be able to understand what the teacher says, to be able to access reading materials, to be able to get into the school building. Outstanding educational believes that specific methods, special teachers, special environment and special equipment is needed to teach exceptional children. One of these, called the special method that is often nothing more than just a good quality that is focused on the needs of children. Every child needs to learn with the support and in a conducive environment. Outstanding educational look at the child as the problem, not the system or the teacher. One by being placed in the right environment and encouragement, children will definitely want to learn. If the child does not want to learn, the teacher and the environment that makes the child failed. Exceptional education defines the overall individual child based on his disability and group them based on the disability. One In reality disability

is only one part of the child. Most of the quality and characteristics of children with disabilities together with children in general need friends, need to be involved, to be loved, to take part in society. Outstanding educational wanted to make children become normal rather than appreciating the strengths and characteristics. This can lead to undue emphasis to make children speak or walk, although it was unrealistic and could result in undue pain.

I. Frame of Discussion

The frame study are as follows:

Chapter 1 discusses the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study and outline of the study.

Chapter 2 gives reviews of related literature, which consist of the definitions of Total Physical Response method, definition of mental disability, and definition learning.

Chapter 3 deals with method of investigation which consists of research design, method of data collection and method of data analysis.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Study

One of the most important subject's in the study methodology of teaching. Pedagogical are familiar with a variety of teaching methods to address diversity in class. Differences is a typical characteristic of the class, which is cause by the difference student level, interests, gender, ability, cultural background and family, all kinds of difficulties and learning disabilities. The latter attracted a lot of attention.

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There are some researches that have been done for this topic. One of the researchers has been explained by Siti Mutiatun in her thesis Techniques of Teaching English as A Second Language for Students "With Different Ability" at SMTPR Siswa Budhi, Surabaya. This thesis explained about several techniques that are use for teaching English. The first technique is explanation which is use in every meeting in English class (Mutiatun, 2011:73).

The second technique use is discussion, even though it is different from typically class. The third technique is picture which is favored by the students. The fourth technique is drilling, this technique use along with pictures. And the last is reward, which can motivate the students in learning English more. The teacher already use several methods, but she has not try yet TPR method. The next research has been done by Lailatul Badriyah in her thesis Using Total Physical Approach to Improve Student's Ability in Understanding Vocabulary at MTS Hasyim Asy`ari Surabaya. It is stated in her thesis that TPR can improve student's ability in understanding vocabulary by making association between utterance students hear and the action student's are observing. This method encourages student's more active involvement and participant in the classroom. TRP also create fun situation in the classroom. In other word, students relax and enjoy during English teaching-learning process.

Another research has been done by Latifatun Saidah entitled Efektifitas Penggunaan Metode Visual Auditory Kinesthetic and Tactile (VAKT) dalam Meningkatkan Kemampuan Membaca Huruf Al Quran pada Anak Tuna Grahita di SLB Bina Bangsa Ngelom Taman, Sidoarjo. In her conclusion there is improvement capability 28% after applied VAKT method. She also concluded that the limited intelligence of student's with hearing impairment should not be reason to the researcher and the teacher to be lazy to teach them (Saidah, 2007:76).

Another research done by Nanik Irawati entitled The study on the process of Teaching and Learning Vocabulary in SLB Bina Bangsa Ngelom Taman, Sidoarjo. It is stated in her thesis that although student's with hearing impairments have many deficiencies than typical development children but they still can be taught English vocabulary. The use of many aids in teaching vocabulary can motivate them in learning English, e.g. flash card (Irawati, 2011:48).

Another research on Total Physical Response Method has been done by Michael K. Brune entitled Total Physical Response Storytelling: An Analysis and Application. Total Physical Response Storytelling (TPRS) present a feasible alternative to the way language are currently taught (V1=teach) it is important for teacher to consider their particular context when deciding whether to use TPRS or not. With younger student's, especially, TPRS emphasizes of explicit grammar instruction may prove more fitting for the needs of such learner (Michael K. Brune, 2004:56).

Next researcher is by Ye zhen with the title Using TPR Method in Teaching English Adjectives Objective of this study was to investigate whether the TPR method can be applied in the English as L2 classroom for the English adjectives teaching for the 11-year-old pupils. A quasi-experiment was conducted to measure the effectiveness of the TPR method in English adjectives teaching. After designing the experiment, the researcher calculated the mean score of the experimental group and control groups respectively. Based on the statistical analysis, it was evident that the mean

score of the experimental group was much higher than the mean score of the control group. The p-value was 0.002 which was less than 0.01, which reveals that the result of the test was not achieved coincidentally. The effect size of the test was 2.59 larger than 0.8, indicating the TPR method was effective in English adjectives teaching for 11-year-old pupils.

According to the results of this study, three suggestions of the application of TPR in ESL teaching are offered as follows. The first one is that the Total Physical Response method can bring zero stress and fun into the classroom. Hence, it is the English teachers who are responsible to create their own ways to motivate the pupils to take the Total Physical Response method as a technique for the English (as L2) teaching. The second one is that the teachers should use the TPR method according to the content of the teaching lesson and the education level of the pupils. The third one is that the study appeals for more investigations or researches on the effectiveness of the Total Physical Response method. From questionnaire one, we found that it is necessary to find a specific teaching method that fits the learning characteristics of the pupils. Questionnaire two demonstrated that the TPR method is effective, and that it can be applied in the ESL classroom: It is the most suitable method. The analysis of the two questionnaires showed the following advantages of the TPR method: (1) the TPR method makes the sequence of L2 acquisition the same as L1. (2) it fits the pupils' learning characteristics. (3) It is effective and useful.

The other researcher is Nining Pujiningsih in *Improving Students' English Vocabulary By Using Total Physical Response*. All stages in the action research were completely done from October 2009 to April 2010. Based on the findings of the research chapter IV, it can be concluded that:

1. TPR can improve the students' English vocabulary mastery in four aspects: meaning, spelling, pronunciation, and using the words. The most significant improvement was aspect of meaning and spelling.
2. TPR can improve the students' motivation, achievement, and confidence. During the implementation of the actions, the students were more active and enjoyed the learning activities than the previous condition. The students were actively involved in the teaching learning activities. Before the actions were conducted, the students seemed to be not interested in English and of course unmotivated to learn English. It caused them to have a chat with their friends and often did any other activities. Surely, they neglected the teacher's explanation. They seemed to listen, but actually they did not. In addition, they were afraid of making mistakes. They were shy to do exercises on the board. Related to vocabulary, most of them only knew the meaning of words. By applying TPR and the using of media such as VCD, they were more enthusiastic to learn. They got more experience and knowledge in learning new vocabulary that is not only aspect of meaning, but also spelling, pronunciation, and using the words.
3. TPR can improve class management and teaching and learning process. During the implementation of the actions, the English teacher stated that she got more knowledge about teaching

English particularly in using TPR. Also, she was inspired to use various kinds of media in teaching learning process. She realized that actually students could learn much if they were taught by using an appropriate method and media. Moreover, the teacher planned to be more creative in teaching English by paying attention to the students' need and interest.

Next researcher are Dr. Mohd Zuri Ghani and Norr Huziza Hanim Mohd Ghoustpr in the effectiveness of total physical response (TPR) approach in helping slow young learners with low achievement acquire english as a second language stated that approach is effective to help slow young learners with low achievement acquire english as a second language.

However, when dealing with increasingly older student's, particularly at the university level, TPRS may move too slowly, be too repetitive. All the previous studies are completely different from the research that the researcher is going to conduct. Some of the researchers focus on examining the effectiveness of TPR method in teaching vocabulary, but none of their subjects comes from student's with special needs. While the other research emphasized in examining the method the teacher use in teaching English, but none of their method has been TPR. And the other one has been examining the use of Visual Auditory Kinesthetic and Tactile (VAKT) in teaching reading Al-Quran. So that, the researcher tends to do this study through combine the use of TPR and the subject, whom are mental disability student, which is never be held before.

B. Advantages and disadvantages of TPR

a. Advantages:

1. It is fun and easy
2. It does not require a great deal of preparation on the part of the teacher.
3. It is a good tool for learning vocabulary.
4. Class size does not need to be a problem.
5. There is no age barrier.

b. Disadvantages:

1. It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
2. It is easy to overuse TPR.
3. It is limited, since everything cannot be explained with this method. It must be combined with other approaches.

C. The Relation between TPR and Mental Disability Students

- a. Disorders of attention Short attention span, poorer selective attention, distractibility, and hyperactivity are some representative problems classroom with mental disability students. These disorders may inhibit the development of new skills, learning strategies, and learning new information. So that a teacher should make the interesting instruction to make the student's attention span longer. From these points of view, TPR

help to stimulate children's sense and encourage them participate (Smith, T.E.C. et al, 2011).

- b. **Lack of Learning Motivation** The most usual reason that children are referred as mental disability is poor academic progress. These academic achievement problems result in their expectancy of failure or learned helplessness.
- c. **Memory Deficits** Mental disability students' short-term memory considered poorer than their normal peers. Some students may have difficulty recalling information shortly after having seen or heard it. From the results of Asher's researches, it has been reported that the experimental group, who use the strategy of TPR, had significantly better retention than each control group. TPR constructs the linkage between the sounds and meanings of words through the interaction among visual and auditory senses and body movements. It is helpful to the processing of information management, and may extend the memory span.

D. Criteria Of Mental Disabilities Teacher

Not everyone can teach children with special needs, especially students mental retardation, because to teach mentally retarded children have to pass special education teacher and has several criteria of abilities.

Here are three general abilities that must be owned by a special education teacher will lead to an inclusive teacher. First general ability among others, is characterized by the religious citizens and personality, have the attitudes and the ability to actualize themselves as citizens, have the attitude

and the ability to develop the profession in accordance with the outlook of the nation, to understand the basic concepts of the curriculum and the way of development, understand the design of individual and group learning and able to cooperate with other professions in the implementation and development of the profession. Second basic abilities involves understanding and being able to identify children with special needs, understand the concept and are able to develop assessment instruments and assessing children with special needs, is able to design, implement, and evaluate learning for children with special needs, is able to design, implement and evaluate program guidance and counseling children with special needs, capable of carrying out management of all TPR's, able to develop curriculum according to the abilities and needs of children with special needs as well as the dynamics of the community, are knowledgeable about the medical aspects and implications for education, have knowledge of the domains of psychological aspects and implications for education, are able to do research and development in its field, has the attitude and behavior of empathy for children with special needs, have a qualified professional attitude, able to design and implement special education programs in public awareness campaigns and is able to design advocacy programs. The last specific abilities capable of performing capabilities include behavior modification, master the concepts and skills learning for children with impaired/vision abnormalities, master the concepts and skills learning for children who have disorders/abnormalities of hearing/communication, master the concepts and skills learning for children who have disorders/abnormalities

intellectual, master the concepts and skills learning for children who experience disturbance/disorders of the body and movement, master the concepts and skills learning for children who have disorders/behavioral disorders and social and master concepts and skills learning for children who have learning difficulties. Furthermore, with its three basic capabilities above all teachers, it is expected to create teachers inclusive which also have the required qualifications that have the knowledge, skills and attitudes of the material to be taught/trained and no less important is to understand the characteristics of students who become responsibilities, thereby increasing the ability of the students turn, will impact support the success of compulsory education which has been declared by our government, for all that is to our students is normal and our students with special needs.

E. Method to Teach Disability Student

- a. Use visual aids. According to Mental Help.net, lengthy verbal instruction and lectures have limited appeal for almost all students, and are particularly ineffective in teaching a mentally challenged child. Instead, MentalHelp.net advises incorporating plenty of visual stimuli, such as charts, drawings and models. You can also use charts to track a child's educational or behavioral progress.
- b. Use hands-on demonstrations. Mentally challenged children may have difficulty in grasping abstract concepts, so it's best to find ways to engage them in a sensory way. For example, explaining gravity verbally to a mentally challenged child will likely be confusing; instead, give him a

book and let him drop it. This type of firsthand, visceral understanding is more likely to be retained.

- c. Use flexibility with tasks or assignments. For example, if you're a parent helping your child with homework and she's struggling, don't become mired in the details. Education.com recommends determining what skill your child is meant to demonstrate with the assignment and adapting the assignment based on her abilities. The goal here, Education.com says, is to learn to work with your child's unique strengths to accomplish tasks, even if your methods are unorthodox.
- d. Break information or tasks down into smaller parts. Mental Help.net advises that mentally challenged children can become overwhelmed if too much information is presented to them all at once. It's more helpful to break a task or a lesson down into steps. Once the child masters or completes one step, you can move on to the next (Jennifer Byrne, 2015).

F. Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

Total Physical Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association has been and the more likely it has been recalled. Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall (Mika, 419).

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach.

G. Teaching

Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. Hence, just try for it, after reading all the definitions. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person." Edmund Amidon defined it as "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity." Brubacher, "Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so." Skinner- "Teaching is the arrangement of contingencies of reinforcement." Ryans- "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others." From these I want to make one definition, as my view. Me, "Teaching is a process that improve the student's seeking level more easily and it might be overcome any situation as an easy way."

H. Special Need Group From The Aspect Of Physical/Tempora

Viewed from the child's physical or physical group is divided into several categories:

1. Blind

Individuals who sense of vision (both ways) to function as a channel receiver of information in daily activities as normal people. Blind People is divided into

two, namely: Less sighted (low vision), namely the children who still have some usable vision in a way that they can be a little to see or distinguish between dark and light. Blind (blind), that children who are not able or do not have residual vision so it does not distinguish between dark and light bida.

2. Deafle

Children who have lost all or most of their hearing power so that no or less able to communicate verbally and although it has been given help with hearing aids still require special education services. Deaf children can be divided into:

- a. Children with hearing impairment is hearing loss of 20-30 dB (slight losses)
- b. Children with hearing impairment is hearing loss between 30 to 40 dB (mild losses)
- c. Children with hearing impairment is hearing loss of 40-60 dB (moderate loses)
- d. Children with hearing impairment is hearing loss of 60-75 dB (severe losses)
- e. Children with hearing impairment is hearing loss between 75 dB and above (profoundly losses).

3. Quadriplegic

Children who have abnormalities or defects that stare on locomotor (bones, joints, muscles) such that it requires special education services. Quadriplegic divided into two categories: First Quadriplegic orthopedic (or tho pedically handicapped) it those who have abnormalities specific disability and causing disruption of bodily functions. Second neurologically handicapped are abnormalities that occur in the limbs caused by disorders of the nerves.

4. Children With Emotional and Behavioral Disorders

Is a child who has difficulty in adjustment and does not behave according to the norms in force in the age group environment and society in general, to the detriment of themselves and others.

I. Special Need Group From The Aspects Or Certain Types

1. Autism

That child developmental disorder caused by a disturbance in the central nervous system resulting in disruption in social interaction, communication and behavior. Children with autism generally exhibit contract behaviors not happy eye contact with others, less gregarious, happy a loof and preoccupied with it self.

2. Hyperactivity

The term comes from the word hyper hyperactive meaning strong, tall, more, while the active word means motion or physical activity. Thus the mean hyperactive child who has a physical motion that is more or exceeds a friend - a friend of his age. It could also be said of children who have symptoms-symptoms of behavior that exceeds the capacity of children-children who are normal. For example: can not sit down with a relatively quite, happy to move-move seat when learning takes place.

3. Children learning disabilities

Children who are real difficulties in academic tasks special (especially in terms of reading, writing and arithmetic or mathematics), allegedly caused by factors dysfunction neugologis, not caused because

of intelligence (intelligence normal there is even above normal), so requires special education services.

J. Mental Disability

Intellectual Disability, formerly known as “Mental Disability,” is a disorder with onset during the developmental period. It includes intellectual deficits and difficulty functioning in daily life in areas such as communication, self-care, home living, social/interpersonal skills, self-direction, academics, work, leisure, health, and safety. Intellectual disability has many different etiologies and may be seen as a final common pathway of various pathological processes that affect the central nervous system. Prior to the publication of DSM-5 in 2013, diagnostic criteria for Mental Disability required that an individual score 2 standard deviations below their expected IQ compared to same-age-peers on standardized IQ tests (Full Scale Intellectual Quotient ≤ 70). In the DSM-5, IQ scores have been deemphasized. There is no longer a “cut-off” score or threshold per se for establishing a diagnosis. Rather, scaled IQ scores are evaluated in context of individual’s entire “clinical picture.” The rationale for this change has been that while scaled IQ scores represent approximations of conceptual functioning, they may be insufficient to assess reasoning in real-life situations and mastery of practical tasks within conceptual, social, and practical domains. For example, a person with an IQ score above 70 may have such severe adaptive behavior problems in social judgment, social understanding, and other areas of adaptive functioning that the person’s actual functioning is comparable to that of individuals with a lower IQ score (Wikipedia).

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aimed at describing the implementation of TPR method in teaching english to mental disability, specifically at how the teacher applied the method to teach them This study was also conducted to describe and explain the students' responses towards the implementation of the method. In accordance with the aims of this study stated earlier, Descriptive qualitative study was chosen since it was suitable to give a complete description of the implementation of Total Physical Response (TPR) method in teaching english to mental disability. As stated by Creswell that descriptive qualitative study aims at investigating detaily rendering of people, places, or events in a setting in qualitative approach (Creswell, 2010). Sugiono (2011) according to descriptive qualitative design is used to give a description and explanation of beliefs, meanings in context-specific setting and behaviors.

B. Role of The Researcher in the Study

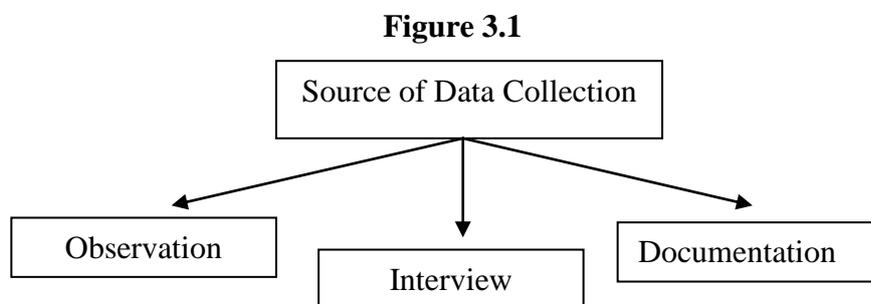
An approach or paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes places. It is this worldview within which researcher will works. The study has been apply a naturalistic approach or a qualitative paradigm, Qadir (1999:84) stated that qualitative data efforts to lay the symptom of the problem open totally and appropriate with holistic-contextual through collecting the data from the natural background with the researcher with the researcher the key instrument.

According to Creswell (2010)“ A qualitative study is defined as a inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with word, reporting detailed views of informant, and conducted in a natural setting.”.

C. Source of the Data

Data collection techniques employed in this study are classroom observation, interview and document analysis. As stated by Creswell the data collection in descriptive study is typically extensive, drawing on multiple sources of information, such as observation, documents, and audiovisual materials (Creswell, John W, 2010).

Based on the study, the writer will collect the data by using observation, interview, and documentation. It can be drawn as follows:



a. Observation

Observation is the selection and recording of behaviors of people in their environment. Observation is useful for generating in-depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible, and for conducting research when other methods are inadequate (Data Collection Strategie, 2015).

Observation is started by general observation and furthermore, the observation will focus to the object of research. The general observation purpose to get specific data which covers the study, they are:

- 1) The study location is: SLBN of Palangka Raya.
- 2) Teachers and Students.
- 3) Interviewing and talking to the students and Teacher of English Learning.
- 4) The research subject is: Teacher of English learning in SLBN of Palangka Raya.
- 5) The research object is: English teaching method used by the teacher of SLBN Palangka Raya.
- 6) English teaching method activities used by the teacher Palangka Raya.
- 7) Goals, to describe the English teaching method used by teacher of SLBN Palangka Raya.

b. Interview

Interview involves asking questions and getting answers from participants in a study. Interview has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing (Cohen D & Crabtree B, 2006).

The purpose of interview is to get the data about English teaching method used by the english teacher of SLBN Palangka Raya. The interview will cover such as:

- a) The description of English teaching method.
 - b) The students' response to the english teaching method applied by the Teacher.
- c. Documentation

By using documentation in this research it will support the data that is found in the field. The writer will use camera for taking pictures or video. There are some photos that contain the real condition of English teaching process in the classroom.

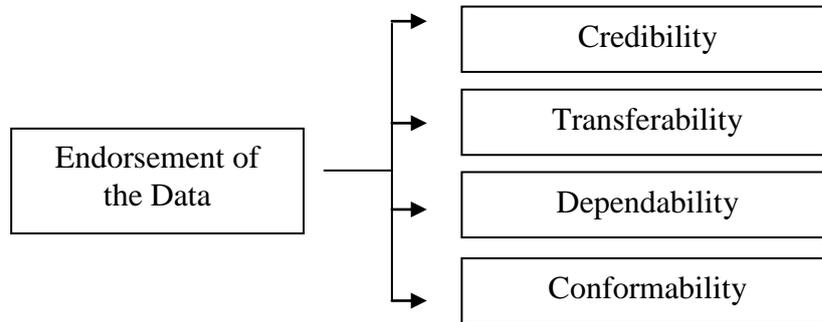
This technique has been used to collect written data related to this research. The data would like to be look for are:

- a. General description of location of the study.
- b. The amount of mental disability of SLBN Palangka Raya.
- c. Documentation the English teaching methods that used by the teachers.
- d. The media used by the Teacher to mental disability.

D. Data Endorsement

Throughout the process of data collection analysis, writer needs to make sure the findings and interpretation are accurate. To determine the accuracy or credibility of data needs technique. There are four techniques to determine the validity of finfings. They are credibility, transferability, dependability, and conformability.

Figure 3.2 *Endorsment of Data*



1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's finding. Credibility or turth value involves how well the researcher has established confidence in the finding is based on the research design, participants, and context (A. Donald Ary et al, 498).

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups (B. Donald Ary et al, 501).

3. Dependability

Some strategies to invstigate are using an audit trail, replication logic, stepwise replication, code-recording, interrater comparison, and triangulation (C. Donald Ary et al, 501). It is performed to obtain an objective picture of the process of research conducted by researchers, both at the time of determining the problem, enter the field, specify the data source, perform data analysis, test the validity of the data, then find the results in the study.

4. Conformability

Conformability in qualitative researcher's concept of objectivity. The idea of neutrality or the extent to which the research is free or bias in the procedures and the interpretation of results (D. Donald Ary et al, 504). It examine the results of research, associated with the process.

E. Data Collection

Qualitative data has been collected through:

1. Observation.
2. Interviews .
3. Questionnaire.
4. Documentary analysis.

F. Data Analysis

The content can be analysed on four steps form cycle moves to form the next cycles continually. Miles and Huberman in Qodir mention that there are four techniques that are used to analyze the data (Abdul Qodir, 1999:84).

They are as follows:

1) Data Collection

All of the data collected in the field. It is soon molded in writing form in order to be easy to understand and analyze. The data that has been collect is related to the study, the English teaching method used by the tutor in young learner class.

2) Data Reduction

It does selection, choose the data that relevant of the study, and focus on the data that direct to solve of problems or to answer a research. Simplify of the data and arrange question that related to the problem of the research.

3) Data Display

Data display, the result of the data reduction made in report systematically which can be understood and reasonable of the data that is gotten in the field. Data display can be done by simple explaining, draft, relation inter categories and flowchart.

Miles and Huberman (1994:12) states; *“the most frequent form of display data for qualitative research in the past has been narrative text”*.

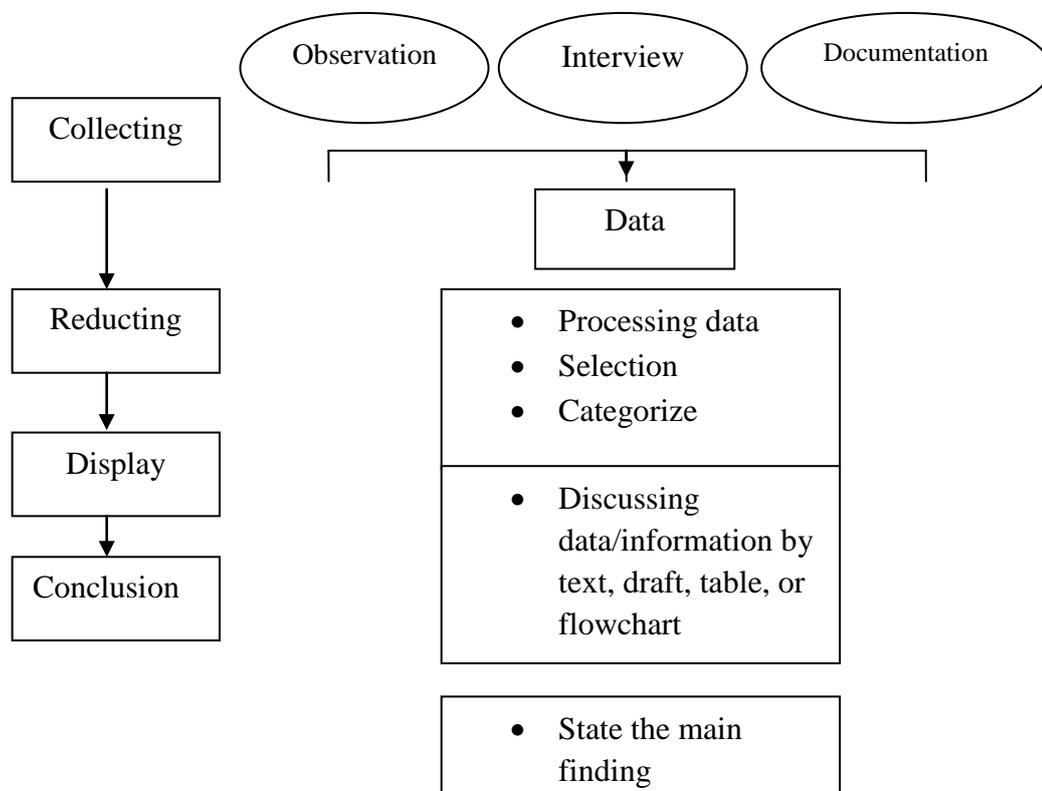
4) Conclusion/Verifying

The conclusion verifying by see back of the data reduction, data display before while and after collected the data, so conclusion that is taken does to deviate from problems of the study. To get the credible data must be support by the validity prove (Wiyono, 2010:15).

As explain above, writer will conduct the research step by step orderly. Firstly the writer will collect the data using observation, interviewing, and documentation. Writer observe directly and notes about the situation. By observation writer will get a systematic description of events or behavior occurred in the field. Interview is the process where the

writer will gather data by asking people questions. Then, the writer will collect the documents that are related to the research.

Secondly, the writer will do data analysis. Data reduction, this refers to the process of qualitative data is reduced and organised. The next step is data display, presenting data to facilitate understanding the data that have been collected and reduced. The last is conclusion/verifying, writer try to draw conclusions and to verify the search by casting about the sense of each symptom obtained from the field. That is conclusion about the method used by the teachers at SLBN of Palangka Raya.



G. Verification of the Research Method

The conclusion verifying by see back of the data reduction, data display before while and after collected the data, so conclusion that is taken does to deviate from problems of the study. To get the credible data must be support by the validity prove (Wiyono, 2010:15).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presented the result of the findings. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Where as in the discussion section the researcher will analyze the finding. The researcher did the research and got the complete data from all the research instruments including interview and questionnaire. To getting the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher showed the findings in this chapter into 2 points below.

1. Observation

Observation is started by general observation and furthermore, the observation will focus to the object of research. The general observation purpose to get specific data which covers the study, they are:

- a) The study location is: SLBN of Palangka Raya.

Researchers chose this school because the school SLBN-1 Palangka Raya is the school fee that is a favorite in Palangka Raya for student mental retardation, and also the amount of sample that is more than a school SLB another in the city of Palangka Raya, it is researchers get directly from the results view direct state schools in Palangka Raya SLB before doing this study.

b) Teachers and Students.

Teacher at SLBN-1 Palangkaraya is a teacher who has special expertise to the field of education of children with special needs, so that in conducting the study researchers must work together with the teachers in conducting research, in this study, the sample is 1 teacher of English.

Students in this study amounted to 10 people, this is the amount of a student's overall mental retardation in SLBN 1st Class IX SMPLB Palangka Raya.

c) The research subject is: Teacher of English learning in SLBN of Palangka Raya.

d) The research object is: English teaching method used by the teacher of SLBN Palangka Raya.

To ensuring the use of the method Total Physical Response (TPR) in SLBN-1 Palangka Raya, researchers conducted observations is to see directly-process of teaching and learning in class IX SMPLB 5 times meetings, observation of the researchers ensured that teachers in SLBN-1 Palangka Raya use TPR method in teaching English to students mental retardation, instruments used in observation is the observation checklist based on the criteria of the TPR method itself.

OBSERVATION CHECKLIST IN TECHING LEARNING ENGLISH LESSON USING TPR	
Are teachers using hand signals to explain the material?	✓
Do teachers use part of his body to explain the material?	✓
Do teachers use media that is around to explain the materia?	✓
Do students actively listen to explanations from the teache?	✓
Is the teacher asked us to follow the movements shown?	✓
Do students follow the movements exhibited teachers?	✓
Is the teaching and learning process in a pleasant atmosphere?	✓

2. Interview

After observing and get definite results of the field that English teachers in SLBN-1 Palangka Raya using TPR Methods in Teaching English, the researchers conducted interviews to the teacher that Therestya Ivana, S.Pd as an English teacher, from the interview researchers presented two major responses that ensure that the teacher recognizes that using TPR methods in

teaching the English language and the method is successful in teaching English to students with mental retardation, transcript of the interview is as follows:

1. *selalu menggunakan, supaya anak-anak itu mengerti, jadi apa yang, menyampaikan itu langsung paham, langsung ketujuan utama itu nah, misalnya kaya tadikan tangan misalnya kalo? Tangan ini, gini..ini.. tu kan langsung kalo? Jadi buhannya mengerti, itu ja bisa kadang lupa yang mana tengah yang mana telunjuk, tapi diusahakan selalu makai itu.*

“...always use, so that the children understand, and so what, it's a direct communication of understanding, directly to major destinations, such as for example if a hand had? This hand, like this .. it's a direct reply? So they understand, that alone can sometimes forget which finger where the middle finger, but cultivated always use it.”

2. *kalau ja kita diam ja kadada hasilnya, jadi guru tetap harus pakai.. apah.. secara fisik, baik pakai muha kah, atau pakai gerak gerik anggota tubuh atau kayapa caranya.*

“... if we just silent, to no avail, so teachers still have to use .. what .. physical movement, could use a face kah, or use movements of limbs or other means.”

3. Questionnaire

To obtain data on students' response to discuss English learning method using TPR method, researchers use a questionnaire, in filling out the questionnaire, the researcher asked for help from their English teacher (Therestyva Ivana, S.Pd) to guide students fill out the questionnaire, it is researchers do for students to fill out a questionnaire with correct and appropriate and in accordance with the intent of the student against its own responses to the method of TPR used by teachers in teaching English, this is because the situation of students who experience the condition of mental retardation, and also to ensure that the data obtained from the questionnaire is valid and no one in conveying the intent of students to fill in the questionnaire. students who become filler questionnaire totaled 10 students of class IX SMPLB are classified into mental retardation. the results of the questionnaire the students towards learning English using TPR method is as follows:

No.	Pernyataan	STS	S	TS	SS
1.	TPR model is more helpful to study English	1 Student	4 Students		5 Students
2.	In my opinion, TPR models in learning English drab	1 Student		9 Students	
3.	Learning English by using TPR models made me more skilled		2 Students	1 Student	7 Students
4.	Model TPR make me less skilled	1 Student		9 Students	
5.	TPR models complicates me in resolving the problems in learning English	3 Students		7 Students	
6.	Model TPR led me to discover new ideas		1 Students		9 Students
7.	Learn English using TPR models makes me feel	4 Students		6 Students	

	depressed				
8.	I do not understand the material, while learning English using TPR models	4 Students		6 Students	
9.	Learn English using TPR models make me a better understanding of the material		5 Students		5 Students
10.	The learning model TPR less useful for studying English	3 Students		7 Students	
11.	Learning English using TPR models makes me sleepy	2 Student	1 Student	5 Students	2 Students
12.	Learn English using TPR models I feel more motivated	1 Student	1 Student	2 Students	6 Students
13.	I can not express their opinions, while learning English using TPR models	2 Students		8 Students	
14.	Learn English using TPR models wasting my time learning	3 Students		7 Students	
15.	Learn English with TPR models can explore myself		5 Students		5 Students
16.	Learning English by using TPR models trained me to be able to express opinions		2 Students		8 Students
17.	Learn English using TPR models made me more active in learning		3 Students		7 Students
18.	Learn English using TPR models make the material easier to remember		5 Students		5 Students
19.	Model TPR make English lessons more interesting to learn		5 Students		5 Students
20.	Model TPR make English lessons more interesting to learn	3 Students		7 Students	

B. Discussion

The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into 2 points below.

1. The Implementation Total Physical Response Method in Learning English to the Disability Student

Before identifying the appropriate teaching techniques that will help mental disability students with specific learning difficulties they teach principles or strategy, which allows teachers to create suitable conditions for the students to acquire a foreign language with ease, should be mentioned:

- a) A systematic approach
- b) Environmental predictable and friendly
- c) Motivation
- d) Intervention (accommodations and modifications)
- e) Clear instructions
- f) Review (Jennifer Byrne, 2015)

The most important principle that teaching is a systematic approach that is based on (a step-by-step) or a structured teaching sequence, then the teacher must provide a predictable environment, consistent and friendly to support their children and let them feel comfortable in the lessons. Hand in hand with support coming motivation used to encourage students to learn English. Especially for mental disabilities, it is important to apply the so-called intervention such as accommodation and other significant modification principle is clarity of instruction, which means that all the directions should be explicit and, even better, both orally and visually so that the researcher choosing total physical response to teach mental disability student because it will support them to learn English better than student learn with this method,

in SLBN 1 Palangka Raya students follow the teacher's instructions because they understand what is conveyed by their teachers, it makes students more active in learning. In terms of getting certainty about the use of methods of total physical response in SLBN 1 Palangka Raya researchers did not ask directly to the teacher concerned but researchers conducted observations and the observations of the learning process is conducted English teachers are using the observation checklist, after making sure that teachers are using in total physical response the researchers conducted interviews with the teacher.

It has been discussed in the previous chapter researcher tell about that to teach children with mental disability requires a different way than usual to teach children in general, in this study the researchers focused on the method of total physical response (TPR) to teach them, especially me English lessons, with this method students can easily understand to what teacher explain about by focus on what teacher say and express by his/him part of body or media to give an explanation about English lesson, and by using this method students were very receptive to the lesson, and students never complain with the way teachers teach with this method.

The english teacher at SLBN 1 Palangka Raya stated that

''...selalu menggunakan, supaya anak-anak itu mengerti, jadi apa yang, menyampaikan itu langsung paham, langsung ketujuan utama itu nah, misalnya kaya tadian tangan misalnya kalo? Tangan ini, gini..ini.. tu kan langsung kalo? Jadi buhannya mengerti, itu ja bisa kadang lupa yang mana tengah yang mana telunjuk, tapi diusahakan selalu makai itu.''

Therestya Ivana, S.Pd (2016) "...always use, so that the children understand, and so what, it's a direct communication of understanding, directly to major destinations, such as for example if a hand had? This hand, like this .. it's a direct reply? So they understand, that alone can sometimes forget which finger where the middle finger, but cultivated always use it."

So in the process of learning English, teachers in SLBN 1 Palangka Raya always use a match between words and gestures of the body or use a part of the body to explain the material that is being taught to their students mentally disability easily understand what is being taught.

If the teacher only spoke only to give lessons to students of English language support mental disability, students will not easily accept the learning materials, or even they do not understand at all about such material if it is not explained as he demonstrated. As said teacher SLBN 1 Palangka Raya that.

"... kalau ja kita diam ja kadada hasilnya, jadi guru tetap harus pakai.. apah.. secara fisik, baik pakai muha kah, atau pakai gerak gerik anggota tubuh atau kayapa caranya."

Therestya Ivana, S.Pd (2016) "... if we just silent, to no avail, so teachers still have to use .. what .. physical movement, could use a face kah, or use movements of limbs or other means."

So based on the experience of the teacher in SLBN 1 Palangka Raya, he believes that teaching children with mental disability is very useful when the time teaching learning materials in doing well with body movements as

explanatory intent of the words that are spoken, This is in line with the statement Jennifer Byrne page 14 in this thesis, that teach mentally retarded children should use hand gestures as explanatory of speech, especially in this case when teaching English.

2. The Mental Disability Student's Response In Learning English Total Physical Response Method

To know the students' response to the TPR method, the researchers used questionnaires but before distributing questionnaires to students researchers first observations of the students' mental disability directly in their class in five sessions, during the learning process and see the response of students to teaching their teachers, and by observing the researchers believe that the use of methods that teachers use language English in SLBN 1 Palangka Raya is a suitable method to teach English to children mental disability. For sample study, researchers used the entire population of the research class of 10 students. The retrieval of data using questionnaires, researchers cannot interact directly with students because of the condition of mental disability students. The researchers collected data by questionnaire with the help of English teachers in the school, students fill out a questionnaire with the guidance and direction of their teachers. For the results of the questionnaire are as the following table.

Keterangan :

STS: Sangat Tidak setuju

S : Setuju

TS : Tidak Setuju

SS : Sangat Setuju

No.	Pernyataan	STS	S	TS	SS
1.	TPR model is more helpful to study English	1 Student	4 Students		5 Students
2.	In my opinion, TPR models in learning English drab	1 Student		9 Students	
3.	Learning English by using TPR models made me more skilled		2 Students	1 Student	7 Students
4.	Model TPR make me less skilled	1 Student		9 Students	
5.	TPR models complicates me in resolving the problems in learning English	3 Students		7 Students	
6.	Model TPR led me to discover new ideas		1 Students		9 Students
7.	Learn English using TPR models makes me feel depressed	4 Students		6 Students	
8.	I do not understand the material, while learning English using TPR models	4 Students		6 Students	
9.	Learn English using TPR models make me a better understanding of the material		5 Students		5 Students
10.	The learning model TPR less useful for studying English	3 Students		7 Students	
11.	Learning English using TPR models makes me sleepy	2 Student	1 Student	5 Students	2 Students
12.	Learn English using TPR models I feel more motivated	1 Student	1 Student	2 Students	6 Students
13.	I can not express their opinions, while learning English using TPR models	2 Students		8 Students	
14.	Learn English using TPR models wasting my time learning	3 Students		7 Students	
15.	Learn English with TPR models can explore myself		5 Students		5 Students

16.	Learning English by using TPR models trained me to be able to express opinions		2 Students		8 Students
17.	Learn English using TPR models made me more active in learning		3 Students		7 Students
18.	Learn English using TPR models make the material easier to remember		5 Students		5 Students
19.	Model TPR make English lessons more interesting to learn		5 Students		5 Students
20.	Model TPR make English lessons more interesting to learn	3 Students		7 Students	

The questionnaire above question researchers obtained answers about student responses to mental disability in SLBN 1 Palangka Raya totaling 10 students, by analyzing their answers to be aware that using TPR in learning English helps them understand the learning material for joyful learning, it can be seen from the statement focusing on questionnaire number 1, 3, 6, 9, 17.19 which all of entire sample chose to agree on the point above, this proves that students response to learning the English language is very popular and useful for students to receive learning.

Many researchers have said that in teaching the students 'mental retardation should be a different way to normal students in general, students' mental retardation should be taught slowly and patiently and with favorable circumstances, because if learning with unpleasant circumstances would make them depressed and slow to accept the subject matter, Total Physical Response is a method that the researchers consider to be the right method, because with this method the student mental retardation will quickly receive

lessons due to inactivity teachers to explain and demonstrate the material that is being taught, especially the subject matter of English, to view and listen to the teacher's explanations will accelerate students' understanding of the material, for example, when the teacher explained about the hand, then the teacher will show a hand and parts of the hand to the students, explaining the subject matter of the hand in English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

On a previous study researchers say some researchers who have studied the subject and object are the same, but does not specifically combines research such as using Method Total Pyhsical Response to teach English to students mental retardation, so this study has a clear distinction about the results obtained with previous research. The purpose of this research is to know the influence of the TPR method of teaching English in class IX student mental disability SLBN Palangka Raya (SMP).

Teachers are among those responsible for educating children, including children with mental disabilities. Yet, it is never an easy task to provide them with help or to distinguish between their needs. Crombie even questions the benefits of teaching foreign languages to students who has not yet mastered basic knowledge in their own native language, especially those students with mental disabilities. Still, however, she admits that getting acquainted with another language can in fact result in helping the students understand the structure of their own language better. Obviously, learning disabled student need a support. Teachers encouragement and professional help, appropriate curriculum, organization, syllabus, evaluation system, cooperation among teachers, administrators and parents, positive school atmosphere-these are just some of the ways to success. All children can learn to an extent. The same counts for mentally disabilities students, who can in fact be very successful in a learning process. As far as the

foreign language is concerned, the success may depend on the complexity of the language, grammar, spelling, phonology, etc. On the other hand, the success does not depend entirely on school and teachers. Marsh stresses that learning a foreign language is a lifelong endeavour, and in formal basic education there is an imperative need to lay the foundations at least a key to the door, if not rooms in the house of language itself. The pre requisite factor is what works for this learner at this given time and place. This then leads us to address the time and place, and the social and professional variables which are influencing decision-making according to principles of quality foreign language learning such as relevance, transparency and reliability. Though all students are of different abilities and needs, that what is good for a learning disabled student can perfectly work with other students as well. Educators usually gain from a wide range of approaches, methods and techniques, which are suggested to be successful in practice. As for language teaching, TPR are reported to work well with mental disabilities students for they are said to exhibit greater results than grammar based approaches. Students autonomy is stressed here, as well as their learning strategies and styles. Additionally, multi-sensory techniques accompanied with interventionist strategies like kinetic and memoric techniques are quite often mentioned as being successful with mental disabilities. I agree with an opinion that the point is to make language patterns explicit, to over-learn, slow the pace of presentation and to engage students by activating their personal strengths and interests and by giving them individual space.

In order to get the purpose of research, the researcher conducted observations, interviews, and using a questionnaire. After analyzing the data obtained concluded that use Total Physical Response method for teaching English to students of mental disability is very suitable and useful as it has been done by an English teacher at SLBN 1 Palangka Raya Therestya Ivana, S.Pd always use the method when teaching English, with the discussion in the previous chapter the researchers conclude the advantages of using TPR method to teach English to students' mental disability. The advantages could be described as follows:

- a. The students showed great enthusiasm during lessons. Class was fun because TPR method can be enjoyed both teachers and students.
- b. Using TPR method to teach English to grade five students liked it very much. It is supported by a questionnaire given to students who have been taught using TPR choose a very good response.
- c. TPR can be combined with conventional books that are commonly used in the classroom. However, teachers should choose materials suitable for making TPR lesson.

B. Suggestions

Based on the conclusion, the researcher would like to offer some suggestions. First, the teacher of English, especially English teachers from the school of SLB, to be able to create their own techniques in order to improve his students 'interest' in the learning process for certain students have a certain way also to learn mainly students with mental disability. The second offered by the researchers using total Physical Response method of teaching English is

recommended as a technique for teachers of English, especially for English teachers on student mental disability to attract students' interest and motivation in learning English.

In order to get a generalization wider than the results of the study, the researchers offer suggestions that these activities should be carried out in other classes from other schools, and the researchers hope, there has been a lot of research on how to use the method Total Physical Response is more effective in the future. In addition, teachers must have a good choice in selecting a method based on the ability of students to the students especially those with special needs.

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APPENDICES

INTERVIEW GUIDELINESS

For English Teacher

1. Bagaimana keadaan kelas dan siswa tempat anda mengajar?
2. Apakah ada perubahan dari keadaan tersebut saat menggunakan metode TPR?
3. Bagaimana langkah-langkah atau adakah langkah-langkah khusus yang anda lakukan ketika menerapkan metode TPR pada pembelajaran?
4. Kesulitan atau kendala-kendala apa saja yang sering anda temui saat pelajaran berlangsung dengan menggunakan metode pembelajaran tersebut?
5. Bagaimana rata - rata kemampuan siswa dalam menerima materi pelajaran dengan menggunakan metode TPR?
6. Bagaimanakah prestasi belajar siswa setelah diterapkannya metode TPR?
7. Pernahkan para siswa mengeluh tentang penerapan metode TPR yang anda terapkan?
8. Apa rencana anda kedepannya untuk lebih memotivasi dan meningkatkan prestasi belajar siswa melalui metode TPR?

**Adapted from <http://shantycr7.blogspot.co.id/2013/07/contoh-hasil-wawancara-dengan-guru.html>*

**ANGKET RESPON SISWA TERHADAP PEMBELAJARAN BAHASA
INGGRIS MENGGUNAKAN MODEL TOTAL PHYSICAL RESPONSE (TPR)**

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai

respon siswa terhadap pembelajaran menggunakan model TPR.

Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik- adik berpartisipasi dalam survey ini.

Nama :

No. Absen :

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda.

Keterangan :

STS : Sangat Tidak setuju

S : Setuju

TS : Tidak Setuju

SS : Sangat Setuju

No.	Pernyataan	STS	S	TS	SS
1.	Model TPR lebih bermanfaat untuk belajar Bahasa Inggris				
2.	Menurut saya, model TPR dalam pembelajaran Bahasa Inggris menjemukan				
3.	Belajar Bahasa Inggris dengan menggunakan model TPR membuat saya lebih terampil				
4.	Model TPR membuat saya kurang terampil				
5.	Model TPR mempersulit saya dalam menyelesaikan persoalan dalam pelajaran Bahasa Inggris				
6.	Model TPR mendorong saya untuk menemukan ide – ide baru				
7.	Belajar Bahasa Inggris menggunakan model TPR membuat saya merasa tertekan				
8.	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan model TPR				
9.	Belajar Bahasa Inggris menggunakan model TPR membuat saya lebih memahami materi				
10.	Model pembelajaran TPR kurang bermanfaat untuk belajar Bahasa Inggris				
11.	Pembelajaran Bahasa Inggris menggunakan model TPR membuat saya mengantuk				
12.	Belajar Bahasa Inggris menggunakan model TPR				

	saya merasa lebih termotivasi				
13.	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa Inggris menggunakan model TPR				
14.	Belajar Bahasa Inggris menggunakan model TPR membuang-buang waktu belajar saya				
15.	Belajar Bahasa Inggris dengan model TPR dapat mengeksplorasi diri saya sendiri				
16.	Belajar Bahasa Inggris dengan menggunakan model TPR melatih saya untuk bisa mengemukakan pendapat				
17.	Belajar Bahasa Inggris menggunakan model TPR membuat saya lebih aktif dalam belajar				
18.	Belajar Bahasa Inggris menggunakan model TPR membuat materi mudah diingat				
19.	Model TPR membuat pelajaran Bahasa Inggris lebih menarik untuk dipelajari				
20.	Saya merasa rugi belajar Bahasa Inggris menggunakan model TPR				

**Adapted from Devi Diyas, Sari (2012) PENERAPAN MODEL PROBLEM BASED LEARNING (PBL) UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK PADA PEMBELAJARAN IPA KELAS VIII SMP NEGERI 5 SLEMAN. S1 thesis, UNIVERSITAS NEGERI YOGYAKARTA.*

