

CHAPTER II
EFL TEACHING AND LEARNING FOR STUDENTS WITH
MENTAL RETARDATION IN THE CENTRE OF THE CHILD
REHABILITATION

A. Theoretical Review

1. General Concept of Mental Retardation (MR)
 - a) Definition of Mental Retardation (MR)

In accordance with its function, mental (intelligence) for humans is a complement to the most perfect life. Intelligence is the only justification that make a disparity between humans and other creatures in this earth.

All the time during human activity, they would involve mental as body motor control in their activities. Therefore, abnormality or disorder in a person's sensory apparatus (mental retardation), it means that it has lost most of the ability to abstract events that exist in the environment accurately.¹

Bratanata stated that a person classified subnormal mental disabilities or mental retardation, if he has a level of intelligence that is so low (below normal), so as to pursue development tasks, require specific

¹Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan*, (Jakarta: Bumi Aksara, 2006) p. 87

assistance or services, including in the education program).²

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA04) defines mental retardation as “significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects child’s educational performance”. This definition includes four keys component:³

- 1) The individual has subaverage general intellectual functioning, often measured as an IQ of 70-75 or below (or about two standard deviations or more below the mean on an individual intelligence test);
- 2) The individual displays concurrent deficits in adaptive behavior, meaning problems in adapting to everyday life in school, home and/or the community;
- 3) The disability is manifested during the developmental period, meaning it is present prior to 18 years of age; and

²Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan...*, p. 88.

³ Ronald L. Taylor.et.all, *Exceptional Students: Preparing Teachers for The 21st century*, (America, New York: McGraw-Hill Companies, 2009) p. 138.

- 4) The disability adversely affects educational performance.
- b) The characteristics of mentally retarded students

In order to make adjustments to education that needed by the learners, it is important to understand student's disability and its effects that may occur in the way the students learn something.

Ardy Wijaya stated that on average children with mental retardation experience decline of intellectual in two prime fields:

- 1) Intellectual function, sufferer of mental retardation have difficulty learning from the other, especially in understanding and communicating something.
- 2) Adaptive function, sufferer of mental retardation have difficulties in performing everyday activities such as taking care of themselves and to relate with others⁴

Mental retardation children certainly have differences when compared to normal children. They experienced obstacles in terms of the development of intelligence so that they do not reach the optimum stage of development. There are some general characteristics of mental retardation, as follows:

⁴Wijaya, Ardhi, *Teknik Mengajar Siswa Tunagrahita*, (Yogyakarta: Imperium, 2013), p. 26.

1) Limitation of intelligence.

Intelligence is a complex function that can be defined as the ability to learn information and skills to adjust to the problems and the situation of new life, learning from past experience, avoid mistakes, overcome difficulties, and the ability to plan for the future. Learning capacity of children with mental retardation, especially that is abstract such as learning and counting, writing and reading are also limited.

2) Social limitation.

Besides having limited intelligence, mental retardation children also have difficulty in taking care of themselves in society, therefore they need help. Retarded children tend to make younger friends, dependence on parents is very fervent, unable to bear social responsibilities wisely, so they should always be guided and supervised. They also easily influenced and tend to do things without thinking about the consequences.

3) Limitation of other mental function.

Mentally retarded students require a longer time to complete the reaction to the new situation. They showed the best reaction when following

matters regularly and consistently experienced from day to day.⁵

c) Classification of mentally retarded Children

American Association on Mental Retardation (AAMR) introduced a classification system developed around the severity of mental retardation in the 1980s. This classification system, based on four levels of intellectual disabilities, remains in use today⁶:

Mild (IQ range of 50-55 to 70-75)

Moderate (IQ range from 35-40 to 50-55)

Severe (IQ range from 20-25 to 35-40)

Profound (IQ range below 20-25)

The description of the developmental characteristics of these four degrees of mental retardation is presented in the table 2.1.⁷

⁵Soemantri, Sutjihati, "*Psikologi Anak Luar Biasa...* p. 105.

⁶ Ronald L. Taylor et al., *Exceptional Students: Preparing Teachers for The 21st century...* p. 139.

⁷ Samulel A Krik, *Educating Exceptional Children; Second Ed.*, (Boston: Houghton Mifflin Company, 1972), p. 165.

Table 2.1
Developmental Characteristics of Mental Retardation

Degree of mental retardation	Pre-School age 0-5 (Maturation and development)	School age 6-20 (Training and education)	Adult 21 and over (Social and vocational Adequacy)
Mild	Can develop social and communication skills; minimal retardation in sensorimotor areas; often not distinguished from normal until later age.	Can learn academic skills up to approximately sixth grade level by let teens. "educable"	Can usually achieve social and vocational skills adequate to minimum self-support but may need guidance and assistance when under unusual social or economic stress.
Moderate	Can talk or learn to communicate; poor social awareness; fair motor development; profits from training in self-help; can be manage with moderate supervision.	Can profit from training in social and occupational skills; unlikely to progress beyond second grade level in academic subject; may learn to travel alone in familiar place.	May achieve self-maintenance in unskilled or semi-skilled work under sheltered condition; needs supervision and guidance when under mild social or economic stress.
Severe	Poor motor development;	Can talk or learn to	May contribute

Degree of mental retardation	Pre-School age 0-5 (Maturation and development)	School age 6-20 (Training and education)	Adult 21 and over Social and vocational Adequacy)
	speech is minimal; generally unable to profit from training in self-help; little or no communication skills.	communicate; can be trained in elemental health habit; profits from systematic habit training.	partially to self-maintenance under complete supervision; can develop self-protection skills to a minimal useful level in controlled environment.
Profound	Gross retardation; minimal capacity for functioning in sensorimotor areas; need nursing care.	Some motor development present; may respond to minimum or limited training in self-help.	Some motor and speech development; may achieve very limited self-care; needs nursing care.

Based on the educational classification, mental retardation can be classified into three groups namely (1) educable, (2) trainable, and (3) totally dependent, these will be defined further.

The educable mentally retarded student is student who unable to profit sufficiently from the program of the regular elementary school, but they are considered to have potentialities for development in three areas: (1)

educability in academic subjects of the school at minimum level, (2) educability in social adjustment to a point where he can get along independently in the community, (3) minimal occupational adequacies to such a degree that he can later support himself partially or totally at the adult level.⁸ Most of mentally retarded children are not known to be mentally retarded until they enter school and begin to fail in learning the required subject matter.

The trainable mentally retarded student is student who, because of subnormal intelligence, is not capable of learning in classes for the educable mentally retarded but they have potentialities for learning (1) self-care, (2) adjustment to the home or neighborhood, and (3) economic usefulness in the home, a sheltered workshop, or an institution.⁹

Children with severe mental retardation (idiot) are mentally retarded child who has the lowest intelligence, so they unable to take care of themselves or socialization. To regulate their own requirement they need others. In other words, severe mental retardation child is a child who

⁸ Samulel A Krik, *Educating Exceptional Children*..., p. 164.

⁹ Samulel A Krik, *Educating Exceptional Children*..., p. 164.

needs fully treatment throughout his life, because he is unable to survive without help (totally dependent).¹⁰

2. Learning of Students with Mental Retardation

The teaching children with learning difficulties are challenging. There are many barriers to the learning of a foreign language. Children with learning difficulties are individual and unpredictable, with both positive and negative features, so the approach to teaching them must be a process of individually targeting the specific needs of each child.¹¹ It is also a fact that the academic content for children with mental retardation is not the same as the children with other disabilities because of the limited intellectual capacity of the retarded children.¹²

Young children with mental retardation learn more slowly than other children. Their rate of progress depends on the degree of mental retardation. They are also more likely to forget what they have learned. New skills must be reviewed and practiced in order to be maintained. The children do not easily generalize. They may not apply what they have learnt to

¹⁰ Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan...* p. 89-90.

¹¹ Tlustosova, Palva, *Teaching English to Children with Specific Learning Difficulties*, (Masaryk University Brno, 2006), p. 5.

¹² Wijayalaksmi and Jayanthi Narayan, *Functional Academics for Students with Mental Retardation; A guide for Teacher*, (Department of Special Education: MANIVAKOS, 1998).

new situation because they do not recognize the similarity between the original learning context and new context.¹³

Ardi Wijaya¹⁴ stated on his book, generally students with mental retardation experienced difficulties on six field, those are: attention, mind processing, memory, generalization, perception, and adaptive behavior skills.

There is an interesting study conducted by Endang Rochyadi regarding language proficiency of mentally retarded children with particular regard to syntax and vocabulary. The result of the research prove that the Mental Age (MA) is correlated with the ability of grammar (syntax), while Cronological Age (CA) is correlated with the vocabulary, it means that syntax requires good intelligence capabilities.

Vocabulary development of children with mental retardation have been extensively studied. The result showed that children with mental retardation is slower than normal children (words per minute), more use of positive words, more often use common words, almost never use special words, never use the pronoun, more often use singular words, and they can use variation words.¹⁵

¹³ Susan and Eleanora, *Mental Retardation in Young Children*, (EITI Newsletter, 2003), p. 3.

¹⁴Wijaya, Ardhi, *Teknik Mengajar Siswa Tunagrahita...* p. 38.

¹⁵Soemantri, T. Sutjihati, "*Psikologi Anak Luar Biasa...* p. 115.

3. Teaching for Students with Mental Retardation

Teaching exceptional students are different with teaching normal students. Moreover, teaching students with mental retardation.

In teaching a direct instruction lesson to students with mental retardation, the teacher must ensure through material analysis that students are beginning with the simple material before moving to the complex ones. The teacher should actively target specific skills and then systematically teach them to the students.¹⁶

Some principles should be notice by teacher in teaching students with mental retardation and other difference ability (difabel) children. Mohammad Efendi mentioned the principles as follows¹⁷:

- a. Love principle. This principle is basically receiving the mentally retarded children with their condition and let them life as normal children.
- b. Individual service principle. One difable child may be has different uniqueness from another one. So that, they need a different service based on their need.

¹⁶ Ronald L. Taylor.et.all, *Exceptional Students: Preparing Teachers for The 21st century...*p. 156.

¹⁷Efendi, Mohammad, *Pengantar Psikopedagogik Anak Berkelainan*, p. 26.

- c. Readiness principle. Difiable children need readiness in receiving the lesson. Their weakness affect on their understanding ability.
- d. Modeling principle. The using of appropriate model and media will make difable children easier to understand.
- e. Motivation principle. This principle emphasize in the way teacher delivers and evaluates the lesson based on the children condition.
- f. Study and work group. This principle teaches children with different ability about how to socialize in their society.
- g. Skill principle. Skill education has selective, educative, recreate and therapy function. It also as the preparation for the future life.
- h. Behavioral growing and perfection principle. Physically children with different ability behaviors are not good, so that it needs to be trained in order not to be the others attention.

The application of methods and media for students with special needs such as the class of mentally retarded students is different from normal students in general. The retarded students' intelligence should be a primary consideration for selecting the appropriate methods and media. We must know the concept of abstract and concrete in learning, because the learning process is essentially the

communication process, delivering a message of introduction to the receiver. Messages such as content / teaching poured into symbols of communication both verbal (words, writing) and non-verbal, this process is called encoding. The interpretation of symbols such communication by students called decoding.

Limitations of children with special needs in disturbance / damage to both physical and psychological causes they have limited access to all activities of either physical or psychological. Thus the use of tools / media in teaching are able to help children with special needs to optimize their capabilities.¹⁸

4. General Concept of EFL Teaching and Learning

In order to get successful in teaching and learning process, we need to pay attention about how the stages that must be done and what are the components of education involved therein.

a. Process of Teaching and Learning

1) Planning

A plan is not the hope that stored in someone's mind, but the expectations and dreams and

¹⁸<http://jendelabiolog.blogspot.co.id/2012/06/metode-pembelajaran-untuk-slowlearner.html>, accessed on February 1st, 2016.

how the steps that must be taken, so it can be clearly described in a written document.¹⁹

According to William H. Newman, “Planning is determining what will be done. Planning contains chains of decisions and explanations of goals, policy determination, determination of the program, the determination and the methods and specific procedures and determination of activities based on the daily schedule”²⁰

Hidayat revealed that the sets of equipment must be prepared in planning of teaching and learning as follows:

- a) Comprehend the curriculum.
- b) Mastering the learning subject.
- c) Arrange teaching and learning program.
- d) Implementation of teaching and learning program.
- e) Assess teaching and learning program and the output of teaching and learning process done.

In the planning stages, there are some devices that are needed by the teacher, such as; curriculum, academic calendar, semester program, annual

¹⁹ Sanjaya, Wina, *Perencanaan dan Design Sistem Pembelajaran*, (Jakarta: KENCANA PRENADA MEDIA GROUP, 2008) p. 25.

²⁰ Majid, Abdul, *Perencanaan Pembelajaran*, (Bandung: PT REMAJA ROSDAKARYA, 2009), p. 15-16.

program, syllabus, lesson plan and instrument of evaluation.

a) Curriculum

Zais in Dimiyati and Mudjiono²¹ said that the term curriculum comes from the Latin word mean "racing track". Furthermore Oemar Hamalik²² stated that curriculum is interpreted to mean all of the organized courses activities, and experiences which pupil have under the direction of school, whether in the classroom or not.

b) Education Calendar

Education calendar or academic calendar basically is time setting and/or schedule of activities in a school both curricular and extracurricular and other supporting activities for a year.²³

c) The Annual Program

The annual program is a plan of time allocation for a year to achieve the goal (standard and basic competencies) that has been

²¹Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: RinekaCipta, 2009), p. 264.

²² Hamalaik, Oemar, *Manajemen Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2008), p. 10.

²³ Suryosubroto, *Tatalaksana Kurikulum*, (Jakarta: PT Rineka Cipta, 2005), p. 31.

determined. Allocation of time is needed so that students can achieve the whole of basic competencies in the curriculum.²⁴

d) Semester Program

Semester program contains the outlines of things that will be conducted and will be achieved in the semester.²⁵ This semester program is the elaboration of the annual program. If annual program drawn up to determine the number of hours needed to achieve basic competence, then in the semester program is directed to answer when teaching and learning conducted in order to achieve learning objectives.²⁶

e) Syllabus

Syllabus is a plan of learning activity that contains a plan of specific subjects at certain levels and grade, as a result of the selection, agglomeration, structuring and presentation of

²⁴ Sanjaya, Wina, *Perencanaan dan Desain Sistem Pembelajaran*,...p. 52.

²⁵ Mulyasa, *Kurikulum Berbasis Kompetensi*, (Bandung: PT REMAJA ROSDAKARYA, 2008), p. 98.

²⁶ Sanjaya, Wina, *Perencanaan dan Desain Sistem Pembelajaran*,...p. 52.

curriculum materials, that considered based on characteristics and needs of the local area.²⁷

Syllabus only covers subjects that must be taught during a semester or a year. Generally, at least a syllabus must include some elements as follows:²⁸

- (1) The purpose of subjects that will be taught.
- (2) The targets of subjects.
- (3) The skill that needed by students in order to master the material well.
- (4) The arrangement of the topics that will be taught.
- (5) Activity and learning sources.
- (6) Various evaluation techniques used.

f) Lesson Plan

Lesson plan is the design of the learning subjects per unit which will be implemented by the teacher in the classroom. Technically, lesson plan includes:²⁹ (1) standards of competence, basic competence, and indicators of learning achievement; (2) the purpose of learning; (3)

²⁷Dimiyati and Mudjiono, *Belajar dan Pembelajaran...*, p. 39

²⁸Majid, Abdul, *Perencanaan Pembelajaran...*, p. 39.

²⁹Muslich, Masnur, *KTSP: Pembelajaran Berbasis Kompetensi dan Kontekstual*, (Jakarta: Bumi Aksara, 2007), p. 53.

learning materials; (4) the approach and method; (5) measures of activity; (6) tools and resources; and (7) evaluation.

g) Instrument of evaluation

Generally, tool is something that can be used to facilitate someone in doing something and to reach goals effectively and efficiently. Tool is commonly called instrument.³⁰ Instruments of evaluation can be arranged in the form of test and non-test.

2) Organizing

Teaching and learning can be defined as the process of interaction between teachers and students in order to deliver learning materials to achieve the goal of teaching.

Sudjana in Fathurrohman and Sulistyorini argued that learning is neither memorization nor remember, learning is a process that is characterized by a change in a person. There are three components of the study: something that is learned, the learning

³⁰ Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p. 26.

process and learning outcomes. The series of learning can be illustrated in the following figure:³¹



Meanwhile, the learning stages in the Holy Qur'an is the planting of strong faith, then heal ingrained habit which eventually caused behaviour change.³² It is can be seen from the verse about *khamr*³³ (Q.S. An-Nisaa/4:43).

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا لَا تَقْرَبُوْا الصَّلٰوةَ وَاَنْتُمْ سٰكِرٰى حَتّٰى
تَعْلَمُوْا مَا تَقُوْلُوْنَ ...

O ye who believe! Approach not prayers with a mind befogged, until ye can understand all that ye say.....³⁴

This verse is one of the examples about the way Allah educate human about the prohibition to consume *khamr*. Before the prohibition about of intoxicants altogheter was progmulated, it was at least

³¹Fathurrohman, Muhammad dan Sulistyorini, *Belajar dan Pembelajaran*, (Yogyakarta: Teras, 2012), p. 11.

³²Fathurrohman, Muhammad dan Sulistyorini, *Belajar dan Pembelajaran...* p. 86

³³Fathurrohman, Muhammad dan Sulistyorini, *Belajar dan Pembelajaran...* p. 281.

³⁴ Ali, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), p. 193.

unbecoming that people should come to prayers in such a state. we should collect our whole mind and approach God in a spirit of reverence.³⁵ Allah educate them regularly about the prohibition of using *khamr* by sending his verse regularly as well as the process of educating students which doing by applying some stage.

a) Several ways in learning process

There are several ways in learning process that used by teacher. The following are several ways in learning process.

(1) Approach

The approach is the starting point or the point of view of an object or certain problems. In a study, an approach said to be the viewpoint of an educator to the learning process. Some types of learning approaches including: (1) student centered approach; (2) teacher centered approach; (3) education economic approach; and (4) religion approach.³⁶

³⁵, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), p. 193.

³⁶Mulyono, *Strategi Pembelajaran*, (Malang: UIN-Maliki Press, 2012), p. 13.

(2) Strategy

Strategy is a science or tips in utilizing all the resources possessed to achieve the goal. Quoting from J. R David, Wina Sanjaya stated that learning strategies were contained in the plan. It means that the strategy basically is conceptual of the decisions to be taken in the implementation of learning.³⁷

(3) Method

The method is a procedure to achieve its intended purpose. In language teaching, methods used to express the entire framework of the learning process. The nature of a method is procedural.³⁸

(4) Technique

Technique is the specific activities manifested in the classroom that consistent with a method and therefore is in harmony with an approach as well.³⁹ Furthermore Mulyono explained that the strategy is a way

³⁷Mulyono, *Strategi Pembelajaran*, ... p. 13.

³⁸Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2010), p. 57.

³⁹ Brown, H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fancisco: Longman, 2001), p. 14.

used to implement specific methods and in terms of the use of the technique, the teacher can use a variety of techniques in the same corridor method.

(5) Tactic

Tactic is a style in executing certain teaching methods and techniques that are individualized. In the use of tactic, it will be seen a uniqueness and distinctiveness of each teacher in presenting the material to the students.

(6) Teaching and Learning Model

According to Udin S. Winataputra as cited by Mulyono, learning model is a conceptual framework that describes the systematic procedure in organizing learning experiences to achieve learning objectives. If among theory, approach, strategy, technique and tactic were formed become a unity, so a learning model can be formed.⁴⁰

b) Teaching and Learning Media/Tool

(1) Definition of Media

Learning media is one of the component in teaching and learning which

⁴⁰Mulyono, *Strategi Pembelajaran*,...p. 25.

became one of the dominant factors to support the success of the learning process. AECT (Association of Education and Communication Technology) defined media as all forms and channels used to convey messages and information.⁴¹

According to R. Angkowo and Kosasih, the meaning of the media is anything that can be used to deliver the message, stimulation of thoughts, feelings and desires of students, so that they can be encouraged to get involved in the learning process.⁴²

From the definition mentioned above, it can be a simple understanding that the media is anything that is used as an aid in the learning process and the media has a significant role in order to achieve learning objectives.

⁴¹Arsyad, Azhar, *Media Pembelajaran*, (Jakarta: PT RAJAGRAFINDO PERSADA, 2011), p. 3.

⁴²Wijaya, Ardhi, *Teknik Mengajar Siswa Tunagrahita...* p. 115.

(2) Kinds of Media

In terms of technological development, Seels & Glasgow as cited by Arsyad's⁴³, divided media as follows:

- (a) Traditional Media includes visual silent projected (opaque projection, overhead projection, slides, filmstrips); Visual projected (pictures, posters, photographs, charts, graphs, cards, exhibits, information boards); Audio (a recording disk, tape, reel, cartridge); Presentation of multimedia (tape, multi-image); Visual dynamic projected (movie, television, video); Printedmedia (textbook, module, programmed texts, workbook, journal, hand-outs); Games (puzzles, simulations, board games). Realia (models, specimen, manipulative)
- (b) The Options of Advanced Media Technology includes Media-based telecommunications such as teleconferences and telelecture (long distance learning) and media-based microprocessor, includes: Computer-

⁴³Arsyad, Azhar, *Media Pembelajaran...*p. 33-35.

assisted instruction, computer games, intelligent tutoring systems, interactive, hypermedia, compact (video) disc.

(3) Media and Teaching Learning Process

Of course, media in education became one of the components that need to be considered in order to support the achievement of the objectives of a lesson. Sudjana & Rivai⁴⁴ argued about the benefits of using media in teaching and learning process, as follows:

- (a) Learning process will be more attractive for students, so it can develop students' motivation.
- (b) Learning material will be described clearly, so it can be understood by students.
- (c) Teaching methods will be more varied, not solely verbal communication through speech by the teacher, so that students do not get bored and teachers are not exhausted.

⁴⁴Sudjana, Nana and Ahmad Rivai, *Media Pembelajaran*, (Bandung: CV. Sinar Baru, 1997), p. 2.

- (d) Students more active on learning activities because they not only hearing the teacher, but also other activities such as observing, doing, demonstrates, plays etc.

The most we use many various media, the most we know the characteristics of many various media, then it becomes important to know what are the criteria for the selection of media and how the procedure of selecting media.

(4) Several Criteria of selecting media

Asnawir dan Basyiruddin Usman explained the necessary of several criteria that should be known, those are:⁴⁵

- (a) The chosen media should be able to support the learning objectives that have been defined.
- (b) The material aspects must be considered because the compatibility between the materials used and the media will have an impact on student learning outcomes.

⁴⁵Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 15-16.

- (c) In selecting media, teacher have to pay attention to the condition of students (age, intelligence, educational background, and students' environment).
- (d) Availability of media at school. We cannot ensure that media that needed by teachers are available in the school and the teacher may not be able to design their own media as needed.
- (e) Costs incurred in the use of media must be balanced with the expected results.

In criteria of media selection, Ardhi Wijaya added that good learning strategy should be supported by good facilities / equipment. Tools / medium used to support the learning of student with mental retardation in the classroom must consider several criteria, such as: children have feedback about the learned, not easily damaged, harmless, not abstract, it can be used by child, and easily obtained.⁴⁶

⁴⁶Wijaya, Ardhi, *Teknik Mengajar Siswa Tunagrahita*,... p. 46.

3) Evaluating

a) Definition of Evaluation

Evaluation is a very important thing to be done in order to determine or decide whether a learning objectives have been achieved. According to Norman E. Gronlund as cited by Ngalim Purwanto, “Evaluation... a systematic process of determining the extent to which instructional objectives are achieved by pupils”.

Meanwhile, Suharsimi Arikunto⁴⁷ explains the definition of the evaluation as follows:

Measuring is comparing something with a size. Measurement is quantitative.
Assessing is to take a decision to the something in dimension good-bad.
Assessment is qualitative.
Conduct an evaluation covers both the above steps, that is, measure and assess.

From the definition above, the researcher conclude that evaluation is a process to measure and assess in order to determine whether learning objective are achieved by students.

b) Instrument of evaluation

⁴⁷Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan,...* p. 3.

In accordance with the form of students answer, test are divided into three kinds, those are:⁴⁸

- (1) The written test, also called the paper and pencil test is a test that demanded answers from students in written text. The written test can be divided into two forms; essay and objective.
- (2) Oral test, is a test that demands an answer from students orally. Oral tests can be shaped as follows:
 - (a) A teacher assesses a student
 - (b) A group of teachers assess a group of students
 - (c) A group of teachers assess a student
 - (d) A group of teachers assess a group of students
- (3) Performance test, is a test that demanded answers from students in the form of behavior, actions or deeds.

In accordance with its form, tests are divided into two forms, as follows:

⁴⁸Arifin, Zainal, *Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2011), p. 124.

(1) Objective test

Objective test also called dichotomy test (dichotomously scored items) because the answer is right or wrong and the score between 1 and 0. Objective test requires students to choose the correct answer among the possible answers that have been provided. Witherington, in Zainal Arifin⁴⁹ stated “ there are many varieties of there new test, but four kinds are in most common use, true-false, multiple-choice, completion, and matching.”

(2) Subjective test

Generally, subjective test are served in the form of essay. The characteristics of the question are preceded by words such as; describe, explain, why, how, compare, summarize, etc.⁵⁰

Based on its implementation, test can be divided into formative test and summative test.

⁴⁹Arifin, Zainal, *Evaluasi Pembelajaran...* p. 135.

⁵⁰Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan, Ed. Revisi*, (Jakarta: Bumi Aksara, 2011).P. 162.

(1) Formative test

Formative test of the evaluation executed after each lesson learned by students.⁵¹ It means the evaluation conducted at the end of the lesson, or we used to call the daily tests.

In contrast to that delivered by Ngalim Purwanto⁵², formative assessment is an assessment that aims to seek feedback, which further results of the assessment can be used to improve the learning process is ongoing or already implemented. So, actually formative assessment is not done only at the end of each lesson, but it could also be on when the lesson is in progress. In this case, giving questions and tasks for students during the lesson are example of formative evaluation process.

(2) Summative test

Summative test is a test that conducted to obtain data or information about how far the students' mastery or achievement

⁵¹Ali, Muhammad, *Guru dalam Proses Belajar Mengajar*, (Bandung: SINAR BARU ALGENSINDO, 1987), p. 113.

⁵²Purwanto, Ngalim, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: PTREMAJA ROSDAKARYA, 2002), p. 26

to the lessons they have learned in certain period. The function and the purpose of this test is to determine whether the score obtained by the student is asserted either pass or haven't pass yet.

In terms of domain, the familiar non-test instrument is domain of cognitive, affective, and psychomotor. In the measurement of learning outcomes, the domains are arranged hierarchically in levels ranging from the lowest to the complex. In the cognitive domain are classified into six levels: memorization (C1), comprehension (C2), the application (C3), analysis (C4), synthesis (C5), and evaluation (C6). Affective domain of learning outcomes includes: receiving, participation (responding), assessment or determination of attitudes (valuing), organization, and characterization. While the psychomotor domain includes: perception, preparedness, guided response, the habitual actions, complex movements (adaptation) and creativity (origination).

b. Components of Education:

1) Goal of Educational

Educational goals is something to be achieved by the education activities. According to its kinds, the purpose of education is divided into several types, those are: (a) national goal is a goal to be achieved by nation; (b) institutional goal is education goal to be achieved by an educational institution; (c) curricular goal is a goal to be achieved by a particular subject; (d) instructional goal is a goal to be achieved by a certain subject.⁵³

2) Learner

Learners are community members who are trying to develop their potential through a learning process that is available on the stripe, level, and a certain type of education.⁵⁴

3) Teacher Competence

If we talk about the world of cinema, the teacher is the "main character". Many people are mentioning teachers are the second parents of children in their school. In Javanese, teachers means "*guru*", *digugu lan ditiru* (trusted and followed/be a good

⁵³ Suwarno, Wiji, *Dasar-Dasar Ilmu Pendidikan*, (Jogjakarta: A-RUZZ MEDIA GROUP, 2009), p. 33.

⁵⁴ Suwarno, Wiji, *Dasar-Dasar Ilmu Pendidikan... p. 35.*

example). It shows how the role of a teacher in education is vital to build national character.

Every human being, including teacher should work in earnest and try to do the best. Allah says in the Holy Qur'an surah al-An'am: 135

قُلْ يَنْقُومِ أَعْمَلُوا عَلَىٰ مَكَانَتِكُمْ إِنِّي عَامِلٌ ۗ فَسَوْفَ
تَعْلَمُونَ ۗ مَنْ تَكُونُ لَهُ عَقِيبَةُ الدَّارِ ۗ إِنَّهُ لَا يُفْلِحُ
الظَّالِمُونَ ﴿١٣٥﴾

Say: O my people! Do whatever ye can: I will do (my part): soon will ye know who is it whose end will be (best) in the Hereafter: certain it is that the wrongdoers will not prosper.⁵⁵

In this verse, Allah clearly asks the human to do something bu using our competence optimally. The word مكانتكم is the symbol of maximum effort which absolutely formed in competence in certain stage. The individual must do the straight duty that lies before him.⁵⁶ In educational context, teacher as one of the education components in learning process

⁵⁵ Ali, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), p. 329.

⁵⁶ Ali, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary* ,... p. 329.

should has a competence in order to achieve the education purpose.

Based on regulation No. 14 year 2005 about teacher and lecturer chapter IV section 10 verse 91, teachers must have 4 competences those are:⁵⁷

- a) Pedagogic competence is the ability to manage learners that include: understanding the insight or educational foundation; understanding of the learners; curriculum development / syllabus; learning design; implementation of learning that educates and communicates, evaluation of learning outcomes; and the development of learners to actualize various potentials.
- b) Personality competence, that is the ability of personality: solid; stable; adult; wise and prudent; having an authoritative bearing; noble; become role models for students and the community; evaluates their own performance; and develop self-sustainable manner.
- c) Social competence is the ability to educate as a part of community for oral and written communication; use communication and information technology functionally; interact

⁵⁷Sudarman, Momon, *Profesi Guru; Dipuji, Dikritisi dan Dicaci*, (Jakarta: PT RajaGrafindo Persada, 2013), p. 132-133.

with students effectively, peer teachers, staff, parents / guardians of students; and interact with the community.

- d) Professional competence, is ability of acquiring learning materials broadly and deeply that includes: concept, structure and methods of science / technology / shaded art / coherence with the teaching materials; teaching materials in the school curriculum; the relations of the concepts between the related subjects; the implementation of scientific concepts in everyday life; a professional competition in a global context with preserving the cultural and national values.

4) Facilities and infrastructures

Facilities and infrastructures means everything that directly support the process of learning, such as a media of learning, teaching tools, school supplies, etc. While the infrastructure is anything that can indirectly support the success of the learning process for example, the way to school, school lighting, washroom, etc.⁵⁸ The completeness of facilities and infrastructure will help teachers in organizing the learning process, so that in this case the

⁵⁸Sanjaya, Wina,*Perencanaan dan Design Sistem Pembelajaran...* p. 18.

facilities and infrastructure are education aspect that needs to be considered in order to achieve learning objectives.

5) Environment

Educational environment is the environment surrounding the educational process. Educational environment include the family environment, school environment, and society.

To optimize the abilities, talents, interests, and personality of students, it takes a supportive educational environment. It means that, the family, schools, and communities must be balanced and cooperate with each other as good as possible, so that the purpose of education can be achieved optimally.⁵⁹

6) Method

a) Defition of method

Edward Anthony said that there are three hierarchal elements namely approach, method, and technique. Method is an overall plan for systematic presentation of language based upon a selected approach.⁶⁰

⁵⁹Suwarno, Wiji, *Dasar-Dasar Ilmu Pendidikan...* p. 47-48.

⁶⁰Brown, H. Douglas, *Teaching by Principles...* p. 14.

Another definition proposed by Canto and Sobry⁶¹, that teaching methods are ways of presenting learning materials to students to achieve the intended purpose.

b) Several Method used in EFL teaching and Learning

(1) The Grammar Translation Method (GTM)

The Grammar Translation Method is created by a scholar from Germany (Johann Seidenstucker, Karl Plotz, H.S. Ollendorff, and Johann Meindinger) which according to his critic (W.H.D. Rouse) that GTM has a purpose to know everything about something rather than the thing its self (Kelly).⁶²

This method can help students to create a better understanding of the language they had learned by analyzing grammar and translation into the target language. Thus, students can explore the depth readings.⁶³

⁶¹Fathurrohman, Pupuh dan Sobry Sutikno, *Strategi Belajar Mengaja*, (Bandung: PT Refika Aditama, 2007), p. 55.

⁶² Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa*, (Bandung: Angkasa, 1984), p. 84.

⁶³ Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa...* p. 57.

This method has the main characteristics, as follows:

- (a) The rule of grammar and vocabulary are studied carefully.
- (b) Instructions are given in detail translation.
- (c) Focus on reading and writing.
- (d) The basic unit of learning is sentence.
- (e) Prioritize precision and accuracy.
- (f) The selection of vocabulary is by reading text.

Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.⁶⁴

(2) The Direct Method

The Direct Method is a method of language teaching associated with Francois

⁶⁴ Larsen, Diane & Freeman, *Techniques and Principles in Language Teaching, 2nd Edition*, (New York: Oxford University Press, 2000), p. 11.

Gouin and Charles Berlitz. The history of the method took a long way before it had its relatively typical features. This method was introduced in France, but the country ignored the method at first. The method found some support from Germany, Scandinavia, and finally people in France accepted the method. Later, the method was developed in England and the U.S.⁶⁵

Direct method assumes that the good language learning is by using language directly and intensively in communication. Students are given exercises to associate words with the meaning through demonstrations, movement, and direct expression.⁶⁶

The Direct Method has some characteristics, those are:⁶⁷

(a) Grammar is taught by situation and through inductive process.

⁶⁵Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 44-45.

⁶⁶Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa...* p. 59.

⁶⁷Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 46.

- (b) Grammar and vocabulary is taught orally.
 - (c) Concrete meanings are made clear by presenting physical objects and abstract one through association of ideas.
 - (d) Repetition of new material is encouraged to make language learners acquire the language naturally.
 - (e) Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.
- (3) Audio-Lingual Method

Audio-Lingual Method is a method which was introduced in the United State in 1940s.⁶⁸ This method prioritizes repetition. This way is done for time efficiency in language learning. In this method, language learning is focused on the pronunciation, and training of sentence patterns, and conducted repeatedly in intensive way.⁶⁹

This method has the following characteristics:⁷⁰

⁶⁸Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 46.

⁶⁹Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa...* p. 58.

⁷⁰Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa...* p. 109.

- (a) There is a separation of language skills (listening, speaking, reading, writing).
 - (b) Dialogue as the primary means of presenting language.
 - (c) The emphasis on specific practices techniques, mimicry, memorasi, and various exercises.
 - (d) Strengthening the linguistic theories and psychological theories as a basis for language teaching methods.
- (4) Silent Way

The Silent way is the name of method of language teaching devised by Caleb Cattegno. The name of the method often made people curious; they wonder how people can learn a foreign language in a “silence”. In this method the role of language teacher is relatively less silent so that the language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities.⁷¹

⁷¹Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 75.

The following are some of the principles of the Silent way regarding to foreign language learning:⁷²

- (a) The teacher should start with something that students already know and build from that to the unknown.
 - (b) Teacher should give only what help is necessary.
 - (c) Language is not learned by repeating after a model.
 - (d) Silence is a tool.
 - (e) Students can learn from one another. The teacher's silence encourages group cooperation.
 - (f) The skills of speaking, reading, and writing reinforce one another.
- (5) Suggestopedia

Suggestopedia was developed by a Bulgarian scientist, Georgi Lozanov. Lozanov then developed his method in Bulgaria, Hungary and East German. He claims that memorization in learning by the suggestopedic method will be accelerated 25

⁷²Larsen, Diane & Freeman, *Techniques and Principles in Language Teaching...* p. 60.

times over that in learning by conventional method.⁷³

The design of the learning process in the classroom by using suggestopedia usually by pasting posters on the classroom walls, among the posters contained grammatical information. The principle of the learning process in suggestopedia method is students can learn from what's in the environment around them, even though the attention was not directed there.⁷⁴

(6) Community Language Learning

Community Language Learning (CLL) introduced and developed by Charles A. Curran and his associates.⁷⁵ Community language learning method advises teacher to consider their students as “whole persons”. Whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the

⁷³Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 109.

⁷⁴Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa...* p. 66.

⁷⁵Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 95.

relationship among students' feeling, physical reaction, and desire to learn.⁷⁶

The principles of Community Language Learning method can be seen in the following points:⁷⁷

- (a) Building a relationship with and among students is very important.
 - (b) Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community.
 - (c) Teachers encourages students initiative and independence, but does not let students flounder in uncomfortable silence.
- (7) Total Physical Response

Total Physical Response (TPR) is the method developed by James J. Acher. He began experimenting with TPR in the 1960s. The method has been developed from developmental psychology, learning theory

⁷⁶Larsen, Diane & Freeman, *Techniques and Principles in Language Teaching...* p. 89.

⁷⁷ Larsen, Diane & Freeman, *Techniques and Principles in Language Teaching...* p.94.

and language learning produced.⁷⁸ Asher, as cited by Douglas⁷⁹ stated that TPR is a class where many students more active in listening and action. Teachers become director in the orchestra's performance: "the instructor is the director of a theatrical play in which students are actors".

The stages of learning process by using TPR can be described as follows:⁸⁰

- (a) Teacher gives instructions to students, and they demonstrate the instruction together.
 - (b) Students demonstrate the instruction without teacher.
 - (c) Students learn to reading and writing instruction.
 - (d) Students learn to give instruction.
- c) Selection and determination of teaching and learning methods

The method used by the teacher has to be adjusted with students need. So, it demands

⁷⁸Setiyadi, Ag. Bambang, *Teaching Language as a Foreign Language...* p. 125.

⁷⁹ Brown, H. Douglas, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Jakarta: Pearson Education, 2008), p.

⁸⁰Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa...* p. 64.

teachers to have various methods based on the student condition. Teaching young children has different method from teaching adult. Also, the method used in teaching mentally retarded students must be different from normal students.

In selecting method will used, there are several factors that must be considered for the achievement of learning objectives, which includes; student, learning objectives, situation, facility, teacher, and learning material.⁸¹

B. Previous Research

There are some researches that almost have some topic or idea with this research. First, research entitled "*Strategi Pembelajaran Ekspositori Bagi Tunagrahita (Study Pengajaran Agama Islam di SLB Negeri Ungaran)*" by Mukhamad Rikza in the academic year of 2001.⁸² He investigated the expository teaching strategy for students with mental retardation (A study on Teaching Islamic Pedagogy at SLB Negeri Ungaran). Her thesis was aimed to answer these problems: How does the teaching and learning model of Islamic education for mental retardation at SLB

⁸¹Mufarrokhah, Anissatul, *Strategi Belajar Mengajar*, (Yogyakarta: Teras, 2009), p. 82.

⁸²Rikza, Mukhamad, *Strategi Pembelajaran Ekspositori Bagi Tunagrahita (Study Pengajaran Agama Islam di SLB Negeri Ungaran)*, (Semarang: BLU Fakultas IAIN Walisongo, 2011).

Negeri Ungaran? How does the teaching and learning strategy of Islamic education for mental retardation at SLB Negeri Ungaran? What are the obstacles faced during the Islamic education teaching and learning for mental retardation at SLB Negeri Ungaran? This research is uses qualitative research by using descriptive method research. This research is use *cross-sectional model*. The result of the research shows three answers of the researcher's questions as follows: (1) Teaching and learning model uses in Islamic education is *Classical Individual* and *Individual approach*, where the teacher's role here is dominant. The teacher held the control of the class by giving attention to each student and try to understand the students' need one by one. Media approach also uses to stimulate the sensitivity of students to the material given. By the media, teacher can serve the abstract material to be concrete, so they can understand the material well. (2) Learning strategy used is expository strategy that emphasizes the process of child's memory, as well as the significant role of teachers in every child's learning process. In addition, effective communication strategy also used to support the development of students' understanding. (3) Many obstacles experienced during the Islamic Education learning process is divided into two obstacles in the class include: educators who do not have a special classification in Special Education, education manners that are difficult accepted by children because their mental state, fostering morality less intensive, lack learning tools and teaching materials were still

incomplete. Meanwhile, some obstacle outside the classroom include technical assistance from the government for religious teachers LB still lacking, weak optimization of the use of the funds to students, poor coordination between the class teacher and other teachers, and the lack of official curriculum PAI until now and yet the maximum parents to inculcate religious and repeat the material at home.

Second is the research conducted in the academic year of 2014 by Minnatil Muna. The title is “English Language Teaching and Learning for Deaf Students (A Descriptive Study at SMALB-B YASPENLUB Demak)”.⁸³ It is a thesis of Walisongo State Islamic University (UIN Walisongo) Semarang. Her thesis was aimed to answer these problems: (1) What materials are taught for deaf students at SMALB-B YASPENLUB Demak? (2) What methods are used in teaching English for deaf students SMALB-B YASPENLUB Demak? (3) How does the teacher assess deaf students at SMALB-B YASPENLUB Demak? Those problems were discussed through qualitative descriptive study at SMALB-B YASPENLUB Demak. The data were collected through observation, documentation and interview. Based on the data collection by the researcher showed: (1) materials given to the students with hearing impairment are based on the KTSP which was specially composed for SLB-B. The materials given for

⁸³Muna, Minatil (103411028) Education and Teacher Training Faculty, *English Language Teaching and Learning for Deaf Students, Thesis* (Semarang: Walisongo State Institute for Islamic Studies,2014)

eleventh grade students are expression of asking and giving certainty, doubt, asking for repetition, paying attention, admiring, short message, advertisement, and announcement. While, genre texts given at this class are procedure and report. Besides, the materials given for twelfth grade students are expression of notice, amazed, politeness expression, giving interesting news, private letter, advertisement, brochure, announcement, oral message invitation, narrative and report. (2) There were three methods used by teacher. They are Grammar Translation Method (GTM), Silent Way and Question Answer. GTM is used by translating the materials into students' native language. Silent way demands the students to produce written language as much as possible. While question answer method is used in order to keep students' concentration on the materials delivered by teacher. (3) Teacher uses both formal and informal assessment to assess the students. Informal assessment usually uses oral question. Besides checking students' understanding, the teacher also can train students in communicating with others. Formal assessment was usually held in written test. It is adjusted the students' condition. Her research is similar to this study in form of the focus of the subject, English teaching and learning.

Another research is the research conducted by Vina Inayatul Zulfa. The title of her research is "Implementation of Learning Speaking for Mentally Retarded Students (A case study at Eight Grade Students of SMPLB/C Widya Bakti Semarang in

the Academic Year of 2001/2012)”.⁸⁴ This thesis observed English Teaching and Learning process for Mentally Retarded Students, especially in learning speaking. The purpose of this research is to know the implementation of learning speaking for mentally retarded students. The method of this research is qualitative research by using descriptive method research. The result of this research shows some method that used in learning speaking for mentally retarded students, they are; Total Physical Response (TPR), Song, Audio-Lingual Method, and Question-Answer. Sometimes teacher also combines one method with other method. Besides that, this research also observed the material and some problems which faced by the teacher in learning speaking for mentally retarded students. His research is similar to this study in form of the object of the research, students with mental retardation (MR).

Her research is similar to this study in form of the object of the research, students with mental retardation (MR). The difference is the research above focus on learning speaking, but this research focus on EFL teaching and learning process.

⁸⁴Inayatul Zulfa,Vina (0734110211) Tarbiyah Faculty, *Implementation of Learning Speaking for Mentally Retarded Students, Thesis* (Semarang: Walisongo State Institute for Islamic Studies,2001)