

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some literatures related to English teaching, English learning, approach, method, and technique in English teaching, tunadaksa, SMALB and the facilitation in teaching and learning process.

A. English Teaching and Learning

1. English Teaching

Teaching is defined variously by experts. Brown (2000: 7) stated that teaching cannot be defined apart from learning. Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition to enable the students to learn. It means the condition of teaching is an activity or a process to help students getting knowledge from environment system. The environment system consists of instructional purpose, the material delivered, policies, facilities, teacher and students.

On other hands English teaching is the process of giving material done by teacher the student by applying a certain method and media to stimulate students learning. So, English teaching is a hard work, but hard work will nearly always bring success, especially if a teacher explores her competence to make his pupils to the work. In a teaching English situation as classroom and since that language is not used in community, there is no social pressure or there is no obligation to the students to learn language.

Basically, teaching is exerted the creation of situation that is possible to learning process persisted. The system of teaching consists of components which influence each other such as; the instructional purposes which would be reached. Teaching is cycle which repeated across groups of students. The cycle is repeated in subsequent years on new students or, if the teacher has several section of the same course, concurrently with several groups. It is thus possible for dedicated teacher to strive for more effective teaching and learning as he repeats the cycle (Bloom et al, 1971: 9).

Teaching is an organized activity to help students in learning. Principally, teaching is viewed as a process, the process done by the teacher to facilitate students learning. To achieve the goals of teaching activity, a particular method or technique should be applied in presenting the material. The teachers regardless of their grade level, their subject areas, or types of schools in which they teach, are asked to perform three important functions.

They provide leadership to a group of students, they provide direct, face-to-face instruction to students, and they work with colleagues, parent, and other to improve classroom and schools as learning organization. Richard (2004: 25) stated that three aspect of teaching are leadership, instructional, and organizational. Obviously, these aspects are not always discrete, nor does the teacher always perform one aspect of the job independently of the others.

2. English Learning

Learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling the needs of his/ her life. Learning is a process by which experience produces a relatively enduring change in an organism's behavior or capabilities (Passer, 2003: 199). The changes itself will be expressed in their whole aspects of behavior. One successful characteristic in learning process is signaled by the change of behavior of individual who have learned.

The word "change" means that someone who has experienced process of learning, he/ she will experience change of behavior, either cognitive aspect, psychomotor, or affective. Krashen stated that "however, learning is available only as a "monitor". The monitor is repository of conscious grammatical knowledge about a language that is learned through formal instruction and that called upon in the editing of utterances produced through the acquired system.

There are two major theories of learning. The operant conditioning theory (behaviorism) and cognitive code theory (cognitivism). The operant conditioning theory is based on experimentation indicating that bonds can be copied between a stimulus and a response and that responses are strengthened by the reinforcements which should always follow the learner's response to a stimulus. The cognitive code theory underscores the fact the learner brings task of learning an innate mental capacity.

The active participation of the learners in the process of language learning is a fundamental premise of two currently favored learning theories, behaviorism

and cognitive. The behaviorist emphasizes that scientists and educators should base their conclusions on observation of overt behavior. All behavior, according to them is stimulus directed and learning can be explained by tracing the relationship of stimulus, response, and reinforcement.

The cognitive- field theory was developed by scientists who were not satisfied with behavioral theory. They believe that one is learning when he/ she is developing process that involves the individual's personality. Learning occurs when the learners internalize information being presented. Teachers who follow this theory are likely to be concerned with the problem of personal involvement, that is, in helping students realize a need to learn. Such a teacher will create a teaching or learning situation in which the learners can learn better.

B. Approach, Method, and Technique

Before teaching the students, the teacher must know about approach, method, and technique. It means that the teacher can practice and use them depending on the student's situation. So, the goal of teaching- learning process can be successfully achieved.

1. Approach

According to American applied linguist Edward Anthony as cited from Brown (2001: 14) stated that "an approach is a set of correlative assumptions dealing with the nature of language teaching and learning". An approach is axiomatic. It describes the nature of the subject matter to be taught. It is the level at which assumption and beliefs about language learning are specified that serve as the source of practices and principle in language teaching.

The teacher can use a scientific approach to the study of language and of language learning. It means that teacher connected the material with behavioral life in fact. Besides, the teacher can use the theory of language underlying Situational Language Teaching that can be characterized as a type of British “structuralism”. Speech was regarded as the basis of language, and structure was viewed as being at the heart of speaking ability (Richards, 2001: 40).

The theory that knowledge of structures must be linked to situations in which they could be used gave Situational Language Teaching. The Situational Language Teaching is very appropriate given to student with special need. Due to, in the Situational Language Teaching, teacher can check the competence of speaking students.

The theory of learning underlying Situational Language Teaching is type of behaviorist habit- learning theory. It means the habit formation such as put the words, without hesitation and almost without thought, into sentence pattern which are correct. Such speech habits can be cultivated by blind imitative drill. Like the Direct Method, Situational Language Teaching adopts an inductive approach to the teaching grammar (Richards, 2001: 41). It means, the meaning of words or structure is not to be given through explanation in either the native language or the target language but is to be induced from the way the form is used in a situation. By situation the use of concrete objects, pictures, realia, which together with action and gesture can be used to demonstrate the meaning of new language. So, the approach appropriate for students with special needs.

2. Method

Method is theoretically related to an approach, is organizationally determined by design, and is practically realized in procedure. Method is as an overall plan for systematic presentation of language based upon a selected approach (Brown, 2001: 14). In language teaching there is correlation between method, and technique. They cannot be separated one and another. It is very important for language teacher to identify what is goal of language instruction, before choosing the method used in the teaching activity. It is useful to determine which language teaching method will be the most effective in reaching the goal of language teaching.

There are two methods used to teach student with special need of the categories A, B and D, they are:

a. Direct Method

Direct method has only rule: no translation is allowed. In fact, Direct Method receives its name from the fact that meaning is being connected directly with the target language without going through the process of translation into the student native language. Based on the statement above, the student should not give meaning to target language, but student can understand the meaning by scanning. It was very appropriate for student with special needs, due to the condition of the body.

The basic premise of the Direct Method was similar to that of Gouin's Series Method, which second language learning should be more like first language learning- lots of oral interaction, spontaneous use of the language, no translation

between first and second languages, and little or no analysis of grammatical rules (Brown, 2000: 21).

The applied principle of modern psychology to the learning of language; he implemented the principles of the association of ideas, visualization, learning through sense, centers of interest, play and activity in familiar every situation. Even though the Direct Method has derived from psychology, the method has some principles related to learning foreign language. The following principles are some of the characteristics of the direct method regarding to language learning:

- a. Classroom instruction was conducted exclusively in the target language.
- b. Oral communication skills were built up in a carefully graded progression organized around question- and- answer exchange between teachers and students in small, intensive classes.
- c. Grammar was taught inductively.
- d. New teaching points were introduced orally.
- e. Concrete vocabulary was taught through demonstration, object, and pictures; abstract vocabulary was taught by association of ideas.
- f. Both speech and listening comprehension were taught.
- g. Correct pronunciation and grammar were emphasized.

The Direct Method can be regarded as the first language teaching method to have caught the attention of teachers and language teaching specialists, and offered a methodology that appeared to move language teaching into a new era. So, this method emphasized for students with special needs or called students with disabilities. The student will little in the class. Due to, the condition of the body is

very limit. The teacher was used gestures movement during teaching and learning process. So, the students can achieve the goal of teaching and learning process.

b. The Total Physical Responses Method

TPR is language teaching method which developed by James Asher. It builds the coordination of speech and action. It is appropriate for student special need that has limit competence due to the condition of the body.

It means that statement above TPR method combines speech and action. Where is giving command to the few students, and then performs the action with them. After that, same students demonstrate that they can understand the command by performing them alone until they understudied. And the teacher recombine elements of the commands to have developed flexibility in understand unfamiliar utterances.

Imperative drills are the major classroom activity in Total Physical Response (Brown, 2001: 76). It means EFL instructions more efficient and maximalist for student with special needs. They are typically used to elicit physical actions and activity on the part of the learners. Other class activities include role plays and slide presentation. Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and response physical to commands given by the teacher.

Brown (2001: 76) stated that the teacher plays an active and direct role in Total Physical response. It is the teacher who decides what to teach, who material, and who models and present the new selects supporting materials for classroom use. There is generally no basic text in a Total Physical Response course.

Asher (1977) provides a lesson- by- lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures in the TPR classroom. This method very appropriate for student special needs categories A, B and D. The student can get the goal of learning and teaching process as maximalist and totality.

3. Technique

Technique is the step that teacher uses (strategy) in teaching- learning English. Technique must be consistent with method, therefore it is in harmony with an approach as well. In other definition technique is implementation method of teaching in the classroom. Brown (2001: 14) stated that technique were the specific activities manifested in the classroom that were consistent with a method and therefore in harmony with an approach as well.

In teaching- learning process, technique is presented by the teacher to give motivation and facilitation for the students in learning English. Every teacher has different techniques to present the material to the students. They can choose techniques which is suitable with the material and situation of the class.

C. SMALB and Integrating Skill

1. Definition of SMALB

According to Pardiono (2010: 2) stated that SMALB Kemala Bhayangkari 1 Trenggalek was opened legally by Chief YKB religion East Java (NY. PRATINGNYO). SMALB is school for student with special needs. In this school, all students with special needs get the same treatment as it happens to normal

students. SMALB helps the students to achieve the reach goal in learning process. There are many categories of SMALB: category A, B, C and D or called *Tunanetra*, *Tunarungu*, *Tunagrahita*, *Tunadaksa*.

Delphie (2006: 1) stated that the category A or it is called *Tuna Netra* is intended for the students who have a problem in their seeing. They are normal to hear the material delivered by teacher. Actually, the students of *Tuna Netra* are normal in their cognitive aspect. They cannot see everything around them, but they are sensitive to their surrounding. Although they cannot see, sometimes they can write when teacher gives dictation using a tool called “Braille”

Ahmadi and Supriyono (2008:61) stated that the category B or it is called *Tunarungu* is the students who have a problem in their hearing or *hearing impairment*. The students of *Tunarungu* often experience what so called education retardation. In general, *Tunarungu* students catch the material from teacher using gesture. Teaching English in the category B is a little bit difficult due to the teacher must spell words clearly, correctly, and loudly. The teacher needs more power in presenting the materials. It is done to help the students achieve the goal of learning process.

The category C or it is called *Tunagrahita* is the students who have low IQ or in Indonesian language it is called “Idiot”. The students of *Tunagarahita* have a problem in IQ, social, and psychology in skeleton (Delphie, 2006: 2). So, teaching English in the category C is very difficult for teacher. The teacher must teach them more seriously to help the students achieve goal in learning process.

Finally, the category D or it is called *Tunadaksa* is the students who are normal in their IQ but they loss some parts of their bodies. Tunadaksa is a condition caused problem in shape of skeleton or got accident and make part of body lose (Somantri, 2007: 121). Another term used to say this category of students is “cacat”. Although they loss part of their bodies, especially their right hand, they can write using their foot. Teaching English for students of the category D is easier than of in the category A, B, and C. The students in the category D can understand the material delivered by teacher as it commonly happens for normal students. In the category D, the students get loss of their parts of the body not only since their birth, but also as a result of getting injured.

SMALB give many advantages for students and parents. SMALB has vision and mission. The Vision “*Kreatif, Iman, dan Taqwa*”, and the mission “*Memberi Bekal Ilmu Pengetahuan dan Agama, Serta Ketrampilan Sebagai Modal Dsar Untuk Kehidupan Mandiri*” (Pardiono, 2010: 1). So, from the vision and mission above we known that the teacher give exercise to make student with special need become independent people. Certainly, it is very difficult for teacher.

The school very helpful the family that have children with special need, due to in the school the student given facilitate appropriate the student needs. Another term SMALB in Indonesian translate “ Anak Berkebutuhan Khusus (ABK)” adalah istilah untuk menggantikan kata” Anak Luar Biasa (ALB)” yang menandakan adanya kelainan khusus yang mana anak tersebut mempunyai satu ciri karakteristik dari anak pada normalnya. As you know school for student need or called SMALB has curriculum and GPP.

In general, there are some facilities provided to support teaching and learning process at SMALB Kemala Bhayangkari 1 Trenggalek. They are 18 laptop, 2 unit computers, 3 LCD projectors, Aiboard, Internet Link.

The school hopes that facilitate given can help the student reach the goal of teaching and learning process.

2. Integrating Skill at SMALB

There are certain specific purposes for which students are studying English. The teacher was included four aspects of language skill for student with special needs during teaching and learning process. They are Listening, Speaking, Reading and Writing.

- a. Listening is not a one- way street. It is not merely the process of a unidirectional receiving of audible symbol. One facet- the first step- of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain (Brown, 2001: 249).
- b. Speaking is utterances or oral speech produced by every people as directly in certain situation. Especially, the skill of speaking occurs in teaching and learning English process at SMALB. The teacher tried gave a best trick for the students. Brown (2001: 272-274) stated that there are types of classroom performance:

1) Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. It means, the students can imitate after his/ her teacher say anything word.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. On other hands, intensive speaking can be self- initiated. It means, learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student- initiated questions or comments. Such speech can be meaningful and authentic.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. It was appropriate to try the students in teaching and learning English process. Such as conversation may have more of negotiate nature to them.

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue. It was carried out more for the purpose of maintaining social relationship than for transmission of fact and information.

6) Extensive (monologue)

Extensive is extended monologues in the form of oral reports, summaries, or perhaps short speech. These monologues can be planned or impromptu.

- c. Brown (2001: 298-301) stated that “reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching”. There are some of highlight are reviewed approach to teaching reading skills. They are:

1) Bottom- up and top- down processing

Reading through bottom- up methodology: teach symbols, grapheme-phoneme correspondences, syllables, and lexical recognition first, and then comprehension would be derived from the sum of the parts.

2) Schema theory and background knowledge

The reader brings information, knowledge, emotion, experience, and culture- that is schemata (plural)- to the printed word. Where, readers understand what they read because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.

3) The role of affect and culture

It is readily apparent from just a cursory of research on second language acquisition that affective factors play major roles in ultimate success. Just as language ego, self- esteem, empathy, and motivation undergird the acquisition of spoken discourse, reading is subject to variability within the effective domain.

4) The power of extensive reading

A current issue in pedagogical research on reading is the extent to which learners will learn to read better in a laissez- faire atmosphere of enriched surrounding or in an instructed sequence of direct attention to the strategies of efficient reading.

5) Adult literacy training

Teaching literacy is a specialized field of research and practice that derives insight from a number of psycholinguistic and pedagogical domain of inquiry.

- d. Brown (2001: 334) stated that “writing is cultural specific, learned behavior. Where, the learners learn to write as naturally, if they are members of a literate society, and usually only if someone teaches. There are types of classroom performance: 1) Imitative, or writing down, 2) intensive, or controlled, 3) Self- writing, 4) Display writing, 5) Real writing.

3. Definitions of categories A, B and D

1. Definition of category A or called Visual Impairment

Delphie (2006:1) stated that the category A or it is called *Tuna Netra* is intended for the students who have a problem in their seeing. They are normal to hear the material delivered by teacher. They cannot see everything around them, but they are sensitive to their surrounding. Although they cannot see, sometimes they can write when teacher gives dictation using a tool called “Braille”.

According Somantri (2007: 65) stated that the condition of visual impairment can be detected by:

- a. The sharp of the vision is less than normal vision. The sharp of the vision is only 6/ 12. It means that based on the test, the child is only able to see to read the letter in the space of six meters whose normal vision can read it in the space of twelve meters. It is called low vision.
- b. Get the dirty lens because of certain liquid.
- c. The eye position is difficult to be controlled by nerve.
- d. Occurring nerve disorder that connect the vision.

1) Cognitive of visual impairment student

According to Piaget as cited from Somantri (2007: 70- 71) states that:

“Cognitive development grows well with the seeking equilibrium. It means that the human’s activities have mutualism relationship with the environment. In other word, the livelihood is belief as continuous support for the human to adapt. The techniques are assimilation and accommodation. The assimilation techniques happen if the new thing

surrounds the human can be suitable with cognitive structure. And accommodation technique occurs when the human needs to change the cognitive structure to face the new thing around them. Both the techniques are closed to visual sense; therefore, the visual impairment students get handicap in developing their cognitive. However, the visual impairment student will not get big problems in learning the language as long as the environment gives strong and intensive simulations”.

The tendency of visual impairment students is to change the vision with hearing as the main receiving of the information because the form of concept or understanding only as sound or voice. Consequently, it will only make them know the words without real meaning.

2) Emotional development of visual impairment student

The visual impairment children will get an obstacle in emotional development. It happens due to they get a limitation in learning process to show emotion. They have limited ability to search the environmental reaction. However, feeling shy often comes up because they are not able to especially when they are in new environment. According to Somantri (2007: 81) states that Envy feeling happens when they are less attention or love from their surrounding.

3) Motoric development of visual impairment student

Motoric development of visual impairment children is slower than normal children. It happens because motoric development needs the functional coordination between neuromuscular system and physiological and also the chance given by environment.

4) Social development of visual impairment student

The visual impairment children often get a lot of obstacles in social development. Getting low motivation, the fear to face the large and new environment, the society's respond such as refused action, unclear social claim, the limitation to learn the behavior will make their social development slower than regular children.

2. Definition of category B

Ahmadi and Supriyono (2008: 61) stated that the category B or it is called *Tunarungu* is the students who have a problem in their hearing or *hearing impairment*. The students of *Tunarungu* often experience what so called education retardation. In general, *Tunarungu* students catch the material from teacher using gesture. Teaching English in the category B is a little bit difficult due to the teacher must spell words clearly, correctly, and loudly. The teacher needs more power in presenting the materials. It is done to help the students achieve the goal of learning process.

1) Cognitive development of category B

According Somantri (2007: 97) stated that "Cognitive development grows category B was influenced by language development, so language on obstruction will be hindered development intelligent for children category B". Where, the grade of intelligent children category B not come from intellectual obstruction which low but as general because intelligent not get chance to grow.

2) Emotional development of category B

Emotional development category B can hinder psychology development with show closed attitude, aggressive, or visible doubt. Where, emotional children category B always showed because poor of language and environment influence.

3) Social development of category B

Children with category B feel anxiety because face of communication variation environment, it makes children with category B also feel confuses.

3. Definition of category D

According to Somantri (2007:121) stated that tunadaksa is the broke of condition caused problem in shape of skeleton or got accident and make part of body lose. On other hand, the condition caused by disease, accident, or carriage of born, White House Conference (1931). Besides, Tunadaksa has a meaning the condition of human due to got accident and losing part of body. So, the effect of accident or carriage of born decreases the capacities of individual to get education.

There are classifications of Tunadaksa according to Frances G. Koenig, Tunadaksa: carriage of born (Club- foot, club- hand, etc).

On the other hands, Tundaksa in Indonesian Translated means “cacat bawaan sejak lahir”. The child of Tundaksa has IQ normal. So, the competence of cognitive can be used maximally, although the organs of their bodied are not complete.

There are classifications of Tunadaksa according to Koenig:

a. Destruction of Brought Born or genetic from parent:

1. Club- foot (kaki seperti tongkat)

Club- foot is food as stick. So, they cannot walk as normal. It is disturb in teaching and learning process. Due to sometime teacher give a command to show the foot in subtopic “Part of Body”. They are tendency ashamed that foot not beautiful.

2. Syndactylism (jari- jari berselaput atau menempel satu dengan yang lainnya).

The children with condition Syndactylism cannot write due to the finger of hand or foot anything space one with other.

3. Congenital amputation

According to Somantri (2007: 123) states that congenital amputation is the condition of children when born without certain part of body or called loss the part of body.

b. Destruction on the Time Born

1. Erb’ palsy

Erb’s palsy is the broke condition of brain caused press when born by doctor or midwife.

2. Fragilitas osium

Fragiltas osium is the skeleton of body brittle and easy broken.

c. Destruction of Infection

1. Tuberkulosis

Tuberculosis is the infection to attack bone thigh and make the thigh hard. The behavior is categorized by diffuse motor activity, aggressive outburst, and resistance to cooperation in the most important aspects of a treatment program. The children generally accept, without complaint, procedures such as injections, pneumothorax, and even major surgical operation, they vigorously resist rest in bed and limitation of activity (Bakwin – Bakwin, 1960: 126).

2. Poliomyelitis

Poliomyelitis is infection from virus that possible causing paralyses. Bakwin - Bakwin (1960:126) stated that children who had poliomyelitis often present emotional problem even though no paralysis may be present. The children with poliomyelitis got problem in drawing, copying of forms, memory for design, and form board test.

d. *Tunadaksa* caused some factors, they are:

1. Causes before Born
 - a. Factor genetic
 - b. Traumatic or infection when pregnant
 - c. The age of mother when born children
 - d. Miscarriage that experience mother.
2. Causes on the Born time
 - a. The used tool as vacuum to help born
 - b. The used medicine on born time.
3. Causes after Born

- a. Infection
- b. Traumatic
- c. Tumor

e. The time occur destruction.

The results of researcher not showed that relationship between personality children with age when occurs destruction (According Lange 1959): with using Rosenzweigh Picture Frustration Test, another term In Indonesian Translate. Tidak ada perbedaan antara tingkat frustrasi anak Tundaksa sejak lahir dengan Tunadaksa yang baru saja mengalami kecacatan (Somantri, 2007: 126). It means the condition of this disturbance emotional of personality. Due to, sometimes the children not believe that somebody the loss part of body.

f. Physic Development of *Tundaksa*

As generally, development human can different in two aspects. They are psychologist and physic. The aspect physic tendency related to potential that grow and must growth by themselves. The potential not complete, due to the part of body not perfects.

For example broken on right hand, then left hand will tendency grow as compensation the weakness of right hand. Generally, grow of physic *Tundaksa* except the part of body.

g. The condition Intelligent of *Tunadaksa*

The result gave big contribution for research to know grades of intelligent student with special needs or called *Tunadaksa*. That something often debated are about the tool that used to measure Intelligent that suitable for student with special need (*Tunadaksa*), reability and validity that used for them. Many test intelligent such as: Stanford- Binet, WISC, and CPM often used. Appear the weakness of the test suitable or not for *Tundaksa*.

According to Lee in Somantri (2007: 129) had given a result toward to 148 for student with special need. Lee use “Binet Test” to measure the grades of Intelligent *Tundaksa* that her/ his old 3 year until 16 year, and the result are:

- 1). IQ between 35- 138
- 2) The mean IQ 57
- 3) The Polio Child has intelligent mean that high is 92.
- 4) The other result had showed the IQ for Polio about 103.

h. Development Language/ of category D or called *Tundaksa*

The language is the tool as communication for human, with language can relate one with other. The language can show think, feel, and need to other people. Every human has potential to producing language, and the potential will grow become through a process ready of sensory and psychomotor. The student with special needs or *Tundaksa* is kind Polio, the development speaking not different with student in normal.

i. Emotional Development of *Tunadaksa*

According to Somantri (2007:131) in researching Fitzgerald had showed that reaction and the activity of family one wrong from them. The parent of *Tunadaksa* give protect to over or called Over Protective, such as with give the child needs all, and give more attention. The emotion child will appear when the parents make them as dependent people. It makes, the child became frustration.