

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents introduction containing of research context, research focus, research objective, significance of study, scope and limitation of the study and definition of key terms.

#### **A. Research Context**

Education is the most important thing in human life, that is can develop their potential in the intellectual. Through children's education can develop better and more optimally, the development of children each individual is different. Education is provided with the needs of child development. In the learning process is also very influential to produce superior and achieving students, in the learning process is an interaction between students and teachers who must be sustainable. The teachers must know about the ability of the student. Especially for student special needs, one of them is mentally disabled. The teacher must determine the technique that is suitable for mentally disabled students who have intellectual barriers. So that in the process of teaching the teachers can use the right technique to improve the student's ability with the intellectual barriers.

Mentally disabled are children who have intellectual below average than another children, they have obstacles in self adjustment with their environment. They experience delays in all fields, and that is permanent,

their memory is short especially that related with academic, less able to think abstract and weird.<sup>1</sup>

Furthermore, basically learning is plan activities which conditions/stimulates someone to be able to study well to fit the learning objective. Therefore learning activities will lead two group activities. *First*, how the people take action to change behaviors through learning activities. *Second*, how the people take action delivery of knowledge through teaching activities. Therefore the meaning of learning is an external condition of learning activities which among do by the teacher in condition someone to study.<sup>2</sup>

In the previous study by Ria Fransiska in the title "*The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin*" Those study aims to identify whether there is any difference between seventh grade students' English vocabulary mastery taught using drilling technique and those taught without using drilling technique. While in this research, the title tells about the drill technique that use by the teacher for mentally disabled children in teaching English subject. This technique for mentally disabled at SLBI PGRI Pademawu.<sup>3</sup>

To achieve an English learning especially for children with special needs, one of which is mentally disabled, a teacher must choose the right

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<sup>1</sup> Nunung Apriyanto, *Seluk Beluk Tunagrahita & Strategi Pembelajaran* (Jogjakarta: Javalitera, 2014), 21.

<sup>2</sup> Abdul Majid, *Strategi Pembelajaran* (Bandung: PT. Remaja rosda karya, 2016), 5.

<sup>3</sup> Ria Fransiska, "The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin" 5 (2016): 1.

technique to achieve a learning goal. The technique is certainly different from learning technique for normal children. Because mentally disabled is a whole and unique children but has intellectual abilities below the average, the teacher must use learning technique that can improve students' skills and proficiency.

Therefore, based on the explanation above, the researcher was interested in examining the use of the technique used in the extraordinary school. The researcher will examine **“The Use of Drill Technique in Teaching English to Mentally Disabled Students at SLB PGRI PADEMAWU”**.

## **B. Research Focus**

Research Problem or research focus is the educational issues, controversies, or concern that guide the need for conducting a study.<sup>4</sup> From the research context, the researcher formulates the research problem of the study as follow:

1. How is the drill technique used in teaching English to mentally disabled students?
2. What are the problems of drill technique faced by the teacher?
3. How the teacher solved the problem of drill technique?

## **C. Research Objective**

Research objective is consisting of identifying the major intent or objective for a study and narrowing it into specific research questions or

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<sup>4</sup> John W. Creswell, *Educational Research*, Fourth Edition (Boylston Street: Pearson Education, 2012), 59.

hypotheses.<sup>5</sup> Purpose of research is answering the questions which become the basic problem of this study, and the researcher states the two objectives of the study as follow:

1. To describe how the drill technique used in teaching English to mentally disabled students.
2. To identify the problem of drill technique that faced by the teacher.
3. To describe the teacher solved the problem of drill technique.

#### **D. Significance of Study**

Significance of study is to explain the importance of researching context of scientific or social. In this research there are many significance of study first is theoretical benefits and second practical benefits.

##### 1. Theoretical significance

The result of this research will enrich the teachers in teaching English to mentally disabled students.

##### 2. Practical significance

###### a. The teacher

Researcher hopes this research can help the teacher to choose the right technique to teach mentally disabled students.

###### b. The student

The researcher hope mentally disabled student can learn English well.

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<sup>5</sup> John W. Creswell, 627.

c. For the Reader

It will be additional knowledge for the readers and they can give more attention to the education of disabled students.

**E. Scope and Limitation of the Study**

Scope is the range of focus where the researcher wants to observe, whereas limitation is potential weakness or problem with the study identified by the researcher.<sup>6</sup>

The scope of this study focuses on the technique in teaching English, and the limit of this study is the mentally disabled students at second class at junior high school of SLB PGRI Pademawu.

**F. Definition of Key Terms**

To begin our research Craswell suggest by narrowing our topic to a few key terms using one or two words or short phrases.<sup>7</sup> To avoid misunderstanding the researcher gives the same perception of the key terms used in this study. The key terms constructed as follow:

1. Technique

Technique can be interpreted as a technique, way, or steps that can be used to solve the problem.

2. Mentally disabled

Mentally disabled are children with special needs who are physically intact but have IQs below 80.

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<sup>6</sup> John W. Creswell, 199.

<sup>7</sup> John W. Creswell, 82.

### 3. Teaching

Teaching is conveying the knowledge that we already know to our children.