

A STUDY ON THE TECHNIQUES OF TEACHING ENGLISH USED BY THE TEACHER FOR MENTALLY RETARDED STUDENTS AT SLB – C SUMBER DHARMAMALANG

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Language is a system that people need to share their ideas, thoughts or opinion in which it is formed by sounds, gesture and other symbols to express. One of important languages used for communication by most of countries in the world is English. In Indonesia, English as a foreign language is taught to the students beginning from Elementary School up to University level. It is one of education programs that must be increased and developed at school to create the intellectual and quality of the student, including mentally retarded students. Learning and understanding English are not as easy as learning our own language, especially for mentally retarded students because they are included into abnormal students.

The purpose of this study was to discover and to answer the question through application of the scientific procedure. In this study, the researcher used descriptive design. It was aim to describe the techniques of teaching English used by the teacher, the problems that faced by the teacher and the teacher's ways to cope those problems in using techniques of teaching English for mentally retarded students at SLB – C Sumber Dharma Malang. As her instruments, the researcher used interview and observation. There were used because she needed data from the teacher who taught English for mentally retarded students at SLB – C Sumber Dharma Malang. In SLB – C Sumber Dharma Malang especially SMALB, the teacher used repetition and modeling techniques to teach the students. According to the teacher, these techniques were the most effective techniques for the mentally retarded students. The teacher of this school said that she faced some problems when teaching and learning process. This reality caused there was not standardized textbook from the government that was suitable for the mentally retarded students. Besides, the students were low intelligences and difficulties to understand the materials. To make it easier for the students to understand the materials, the teacher had to be able to choose the materials by herself that appropriate with the student's ability. She also explained the materials three times and guided the students until they understood the materials.