

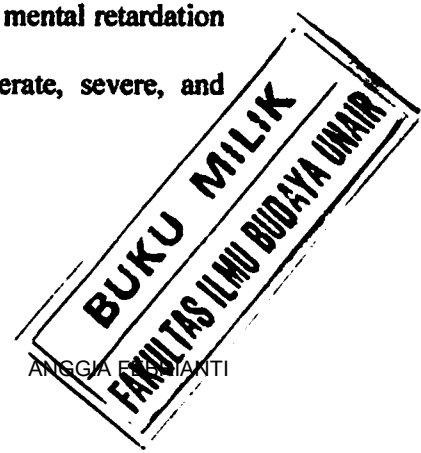
## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

According to Alimin (2006) the development of the formal education for children with disabilities starts to be proclaimed by Netherlands at the early of 20<sup>th</sup> century in Bandung. At that time, there are three predecessors of special education for children with disabilities established in Bandung at the early of 20<sup>th</sup> century. One of the predecessors of the special education established in 1927 is special education for children with developmental disabilities. After the establishment of the special education, special schools appeared progressively in Bandung. One of the special schools is special school for children with developmental disabilities (SLB/C). Then now, the terms of developmental disabilities are also known as *mental retardation* or *learning disability*. The students are commonly called as mentally retarded students.

To know about mentally retarded students, American Association on Mental Retardation (AAMR), the leading professional organization concerned with the study, treatment, and prevention of mental retardation, defines mental retardation as “significantly sub-average general intellectual functioning existing concurrently with deficit in adaptive behavior and manifested during the developmental period” (Grossman cited in Heward, 2003:200). This definition is explained further by Beirne-Smith et al. (2004) that the significantly sub-average intellectual functioning is described as the levels of severity of mental retardation according to the degree of IQ range. They are mild, moderate, severe, and



profound. Meanwhile, the term adaptive behavior is described as the nature of one's personal independence and social responsibility.

The mentally retarded students in the class observed in this study are in the category of students with mild retardation. According to Grossman's IQ range (1983 in Beirne-Smith et al, 2004), mild retarded students have IQ score around 50-55 to approximately 70. In this level of severity, most mentally retarded students can speak fluently but have less vocabulary.

In addition, mentally retarded students' ages are commonly different from their normal peers, which is balance between their mental and chronological age. For example, a twelve-year-old mentally retarded student has the same intellectual quality as an eight-year-old normal student. However, he can still obtain education in general or special school (Amin, 1996).

Concerning the case above, as stated by Heward (2003), special schools for developmental disabilities can be differentiated from general education by its curriculum—that is, by *what* is taught. Some children with disabilities need intensive, systematic instruction to learn skills that typically developing children acquire naturally. The term *functional curriculum* is often used to describe the knowledge and skills needed by the students with disabilities to achieve as much as success and independence as they can in daily living, personal-social, school, community, and work environments. For examples, self-help skills such as dressing, eating, and toileting are a critically important component of the school curriculum for many students with severe disabilities. In addition, some children are also taught certain skills to compensate for or reduce the handicapping effects

of a disability. A child who is blind may be taught how to read and write in braille, whereas a sighted child does not need these skills.

Special education can also be differentiated from general education by its use of specialized, or adapted, materials and methods. This difference is obvious when a special teacher or educator uses sign language with the students who are deaf or witness another special teacher teach a child how to communicate his wishes by pointing to pictures in a special booklet he carries with him. Another specialized method is when a special teacher systematically withdraws verbal and physical prompts while helping a student learn to perform the steps of a task. Therefore, teachers who teach mentally retarded students need to make their speech more understandable and comprehensible for the mentally retarded students. To make their students comprehend their speech, a teacher of mentally retarded students should be able to modify their speech because different students have different levels of understanding on teachers' explanations (Heward, 2003).

As stated by Chaudron (1988 in Dong-lin 2008) that the speech used in class is characteristically modified in four areas: phonology, lexis, syntax, and discourse. He further describes seven characteristics and one of them becomes the focus of this study, which is the teacher's intonation.

At a time when the language learning duty is adapted to direct interpersonal communication with efficiency and accuracy, the intonation phenomena could not be ignored in the teaching process (Celik, 2001). Due to its natural complexity and subsequent difficulty in learning and mastering language, intonation was ignored for many years in language teaching. In other words, as the major feature of communication, suprasegmental (prosodic) features of speech

have usually been avoided in designing syllabuses for language teaching, partly due to the disproportionately importance attached to the teaching of them, and the unavailability of a concise, prominent, practical, and workable framework (Underhill, 1994). However, now intonation is slowly achieving recognition as an integral part of language fluency, competence, and proficiency (Chun, 1998).

The quality of the use of intonation in the speech of teacher is needed to teach students with special need during their learning processes because by using the appropriate intonation in the speech, the special teachers can conduct effective interaction and communication. Hence, when they are explaining and doing activities, they are also doing dialogues. As stated by Halliday (1989:46) spoken language is considered to be the form of natural spontaneous conversation. Halliday defines that all natural speech in any language is marked by intonation patterns and rhythm called as “melody and measure of speech”.

In addition, Wells (2006) explains that almost every intonation patterns have different meanings on each utterance. He also describes that the most important thing to study intonation is by studying the pitch movements. Furthermore, according to the definition of Wells there are various kinds of the types of intonation pattern. For examples, in falling tones consist of high fall, low fall, and rise-fall. In non-falling tones consist of high rises, low rises, mid levels, fall-rises. However, the basic distinction of intonation types based on his theory only consists of fall, rise, and fall-rise intonation.

One of the examples of the intonation patterns used in the class is when teacher utters: “Pay attention, please! so, the market is a place for selling and ’

**buying. ' Ok".** These bold letters applied the rising intonation to give command and also to confirm teacher's explanation. Another example is: I **really** don't **\care!** — the pitch movement on the nucleus of "care" is a fall. The pitch pattern is irrelevant in determining the nuclear tone. There is very often a *step up* in pitch as on "really", but Wells suggests not letting this occurrence assumed as rising tone. As long as the pitch then comes down, it is a falling tone.

Hence, it became interesting for the writer to study the use of intonation patterns in the teacher's speech because based on the observation during teaching processes, the variation of the use of intonation patterns appears intensely by using bilingual language, and the students in this special school use bilingual language. Therefore, teachers occasionally apply Indonesian language and sometimes use Javanese language, when giving explanation during teaching process. The aim is to make the mentally retarded students in the class easily understand to each teacher's explanation through the four subjects (Science, social, mathematics, and Bahasa Indonesia). As the result of the use both language, the students can easily and clearly adapt, comprehend, and even imitate what the teacher says and responds based on teacher's instruction.

Regarding the study of intonation as one of teacher's speech characteristics during teaching processes in special school, only few researchers conducted to study the speech characteristics of the general class teachers, it is quite important to see the speech characteristics in the general class teachers, especially in their intonation. It is through their speech by which teachers make the students comprehend their explanation, questions, and command. Therefore, it

would be interesting to find the intonation used by the teacher of mentally retarded students in a special school.

### **1.2. Statement of the Problem**

According to Wells' theory, the basic distinction of intonation types only consists of fall, rise, and fall-rise intonation. Therefore, to know the types of intonation pattern that appear in the teacher's utterances and are dominantly used on the teacher's utterances during teaching processes toward students with mild mental retardation, the questions are addressed as the following:

1. What intonation types are used in the speech of teacher of mentally retarded students? And what are their meanings?
2. Which intonation type is the most dominantly used in the speech of teacher of mentally retarded students?

### **1.3. Objective of the Study**

According to the statement of the problems, the objectives of this study are to identify the types of intonation pattern and their meanings in teacher's speech during teaching processes and to classify the types of intonation pattern that are dominantly used in teacher' utterances during teaching processes in class.

### **1.4. Scope and Limitations**

This study only limited to the findings of intonation patterns and their meanings that were produced in teacher's speech and the finding of the dominant patterns that occur in teacher's speech during teaching processes in a classroom.

The application of each pattern in teacher's speech was only dedicated to the students who suffer from mild mental retardation.

### **1.5. Significance of the Study**

First, the result of this study is expected to give contribution to linguistics studies especially language input and interaction which is part of the psycholinguistics, especially for those who concerned with the research about mentally retarded students. Second, by analyzing the use of the types of intonation patterns and their works during teaching processes, the result of this study is expected to support further studies about input modification in teaching mentally retarded students.

### **1.6. Definition of Key Terms**

**Special Education** : Special education is individually planned, specialized, intensive, goal-directed instruction (Heward, 2003).

**Special school teacher** : A teacher in an exceptional condition in a class that is appropriate with the standard qualification required, responsible for learning management and class administration, and able to handle the exceptional children (Direktorat Pendidikan Luar Biasa & Direktorat Jendral Pendidikan Dasar dan Menengah, 2006).

**Mental Retardation** : It refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period. In other word, mental retardation is a disability characterized by significant limitations in both intellectual functioning and conceptual, social, and practical adaptive skills (Grossman, 1983, cited in Heward, 2003).

**Intonation** : it is a meaningful suprasegmental feature of speech. It refers to patterns of pitch variation in a sentence (Roach, 2000).



# **CHAPTER II**

# **LITERATURE REVIEW**