TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR STUDENTS WITH SPECIAL NEEDS OF MENTAL RETARDATION IN SLB NEGERI BANJARNEGARA IN THE ACADEMIC YEAR OF 2023/2024

THESIS

Submitted as A Partial Requirements

for The Degree of *Sarjana* in English Language Education

By ;

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Assalamu'alaikum Wr. Wb.

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i

RATIFICATION

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ii

DEDICATION

This thesis is dedicated to :

1. Allah SWT.
2. Prophet Muhammad SAW.
3. My self, who has struggled so far to finish this thesis.
4. My beloved parents (Muflih, Ngaeni Alviyatun).
5. My grandparents (Khozin Alwi, Sulastri).
6. My Sister and brother (Khalda Muti' Muflihah, M. Aulian Basira Alfarisi).
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MOTTO

يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَاۗاَّلَا

" Allah does not burden a person but according to his ability."

(Q.S Al-Baqarah: 286)

وَقَدْ يَنُوْبُ عَنْهُ مَا عَلَيْهِ دَلَّ ﴿۞﴾ كَجِدَّ كُلَّ الْجِدِّ وَافْرَحِ الْجَذَل

When our efforts in achieving goals are accompanied by maximum sincerity.
When successful, success will produce a sense of happiness that doubles.

Alfiyah Ibnu Malik

"Try to continue to think positively and be prejudiced against all the decrees of
Allah, because Allah is in accordance with the prejudices of his servants"

Istinganah Ikhlasul Amaliah

PRONOUNCEMENT

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I hereby sincerely state that thesis titled **"TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR CHILDREN WITH SPECIAL NEEDS OF CHILDREN WITH MENTAL RETARDATION IN SLB NEGERI BANJARNEGARA IN THE ACADEMIC YEAR 2023/2024"** is my real masterpiece. The Things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December 28th 2023

Stated by,

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v

v

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Sukoharjo, December 27th 2023

The Researcher

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TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Istinganah Ikhlasul Amaliah, 2023. " *TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR CHILDREN WITH SPECIAL NEEDS OF CHILDREN WITH MENTAL RETARDATION IN SLB NEGERI BANJARNEGARA IN THE ACADEMIC YEAR 2023/2024"*. Thesis, English Education Department, Cultures and Languages Faculty.

Advisor   : Atin Kurniawati, S.Pd., M.Pd

Keywords : Teaching Startegy, vocabulary, Teaching Vocabulary, Student with Special Needs, Mental Retardation, SLB

   The research is to describe vocabulary teaching conducted by the teacher to the ninth grade of mental retardation students of SLB Negeri Banjarnegara in the academic year 2023/2024. The objectives of this research are (1) To find out the teacher strategies in teaching English vocabulary to children with mental retardation at SLB negeri Banjarnegara in the academic year 2023/2024. (2) To describe the prombles faced by teacher's in teaching English Vocabulary of children with mental retardation at SLB Negeri Banjarnegara in the academic year 2023/2024. This research was conducted on 31 January 2023 until August, 01 2023 for the ninth grade of Mental Retardation Students at SLB Negeri Banjarnegara in the Academic Year 2023/2024.

   The design of the research is descriptive qualitative research. The subjects of this research were the English teacher's of ninth-grade C that consisted Mental Retardation students consisted 1 teacher. The data were collected from the observations, and interviews and documentation. The techniques of analyzing data were collecting the data, reduction the data, data display, and conclusion drawing/verification. This research used methodology triangulation.

   The result showed that (1) the strategies used by the teacher in teaching vocabulary to the mental retardation students are using translation, games, making task, drilling, picture, sing a song, and gesture. (2) There were the problems faced by teacher in teaching English Vocabulary for CSN of children with mental retardation at SLB Negeri Banjarnegara in the academic year 2022/2023 are: (1) teachers have difficulty in making lesson plan. (2) deliver learning materials on CSN. (3) determine learning methods. (4) Inviting CSN to work together. (5) there is no special teacher of English teachers from PGLB (*Pendidikan Guru Luar Biasa*). (6) Learning problems of children with mental retardation.

CHAPTER I

INTRODUCTION

A. Background of the Study

Access to education for everyone is the key word that everyone has the same opportunities and rights as citizens without exception. This is as stated in Law of the Republic of Indonesia No. 20 of 2003 article 5 paragraph (1) concerning the National Education System which reads "Every citizen has the same right to obtain quality education" The statement contained in the article affirms that all Indonesian children (under any circumstances) have the right to receive quality education. Thus, education no longer belongs to a particular society or group. Even children who are categorized as Children with Special Needs (CSN) can get guaranteed quality education by the government. To fulfill the right of citizens to obtain quality education, schools cannot prevent anyone who has the desire to go to school, including CSN. Therefore, CSN has the same right to study in any school, whether in a regular school or a special school that handles CSN.

In general, the educational goals to be achieved in CSN are not much different from normal children in general, namely becoming whole people, but specifically the purpose of education in CSN emphasizes more independence and survival. The achievement of the special education process is marked by the formation of self-reliance in CSN so that it is not too dependent on others in

carrying out daily activities and has life skills and its existence can be recognized by the community as social beings who need each other. And by providing equal opportunities to CSN in obtaining education and teaching, it will help them in forming personalities who are educated, skilled, independent, and able to blend in with normal people and the surrounding community.

CSN is a child who has its own uniqueness and is different from children in general. According to Heward in Desiningrum, (2016) CSN is children with special characteristics that are different from children in general, without always showing mental or physical disabilities. CSN is characterized by lower or higher physical, emotional, and intellectual superiority among other children. With the uniqueness possessed by CSN, they often cannot align themselves to be jointly involved in the learning process.

One of the CSN categories mentioned by Government Regulation No. 72 of 1991 and IDEA is mental retardation. Mental Retardation is an individual who experiences intellectual barriers with a level of intelligence or Intelligence Quotient (IQ) below average (affective, cognitive, and psychomotor) characterized by the inability to adapt behavior both to themselves and others. According to Wulandari, (2016) intellectual barriers are characterized by significant limitations in both intellectual functioning and adaptive behavior in the conceptual, social, and practical adaptive skills domains that occur before the age of 18 years. The American Association of Mental Deficiences categorizes the IQ level of Mental Retardation children into 4 categories, namely, (1) Mild Intellectual Impairment (IQ: 50-55 to 70); (2) Moderate intellectual impairment,

(IQ: 35-40 to 50-55) ; (3) severe intellectual impairment (IQ: 20-25 to 35-40); (4) severely impaired (IQ below 20-25) (Syafira et al., 2022).

In general, the learning process in mental retardation children is focused on self-development and socialization abilities. Most children who experience intellectual barriers do not receive services and depend on their families to survive and thrive. The learning process in moderate and severe mental retardation children is focused on being able to train, which means that mental retardation children with moderate and severe categories are trained in self-reliance so as not to depend on others. While the learning process in mild mental retardation children can be focused on being able to educate. Being able to learn or teach means that the learning process of students can be directed at student abilities, such as reading, writing, and arithmetic. In addition, the learning process is also directed to form social skills such as communicating and interacting to build social attitudes in society.

Along with the times, the use of foreign languages is one of the important aspects to master a field. Especially for the use of English which is indeed an international language. So that English becomes an important language to be learned by every individual without exception, both by CSN and even mental retardation children. In the realm of education in Indonesia, English is one of the elective subjects developed in the Merdeka Belajar curriculum at the junior secondary level.

In foreign language learning there are four competencies that must be mastered by learners, namely listening, speaking, reading, and writing. In order

to master these four competencies, it is necessary to master adequate vocabulary in addition to mastery of grammar. Vocabulary is one of the components of language and it can be said that language would not exist without vocabulary.

Teaching English vocabulary is not something that can be done easily in CSN, especially mental retardation children. This is because mental retardation students experience obstacles in developing their intelligence, making it difficult for them to learn language both orally and in writing. The barriers vary greatly depending on the level of mental ability he has. Obstacles in language skills experienced include, minimal vocabulary, poor speech or vocals, the quality of the language used is not in accordance with the chronological age, and limited ability to understand abstract words. Teaching English vocabulary to mental retardation children becomes more complicated than normal EFL students, because students have problems grasping the meaning of vocabulary. The obstacle that is often faced by mental retardation students in learning English vocabulary is that they easily forget what they have learned. They also have problems pronouncing words because English words are written differently to the way they are pronounced. As a result, mental retardation students are easily bored and forget about the vocabulary they have learned. That is why the vocabulary mastery of the mental retardation student is low. Of course, this is a challenge for a teacher in teaching vocabulary to mentally retarded students. Therefore, in teaching English vocabulary, a teacher needs to have a special strategy, special tools, special methods, as well as a special curriculum. So that in the learning process, mental retardation students can easily understand and

master the vocabulary taught well. Learning English vocabulary in mental retardation students aims to introduce some basic vocabulary and understand some simple expressions that will be used daily in the activity of the social process.

SLB Negeri Banjarnegara is one of the special education schools for CSN children located on Jl Raya Kenteng Rejasa, Sub-district. Madukara, Banjarnegara Regency Provinci Central Java. Before conducting research, the researcher first made observations at the school. The researcher began by conducting an interview with an English teacher at the school on February 31, 2023. Researchers chose SLB Negeri Banjarnegara because this school is the best school for CSN in Banjarnegara and to analyze how English learning strategies, especially in vocabulary learning.

Based on pre-observations that have been made at SLB Negeri Bnjarnegara on Tuesday, 31th January, it is known that teaching English to mental retardation childrens in class IX-C SLB Negeri Banjarnegara focuses on recognizing basic vocabulary about concrete nouns, such as number, color, animals, fruit, family, part of body, and things around us. Teachers revealed having some difficulties in teaching vocabulary to mental retardation students. As revealed by Miss A, mentally retarded children have difficulty in reading vocabulary, this is because the writing and pronunciation of each word is different. In addition, the low memory of students causes them difficulty in recalling the vocabulary that has been taught. Teachers also experience problems related to the inadequate number of educators, plus the mismatch of learning

outcomes provided by the government with the conditions of students in schools. The learning outcomes provided by the government are considered too high for mentally retarded children in the school, making it difficult for students to follow learning. This makes teachers finally design learning outcomes independently and adapted to the conditions of students at school.

There is one teacher who teaches English in seventh grade C of SLB Negeri Banjarnegara. where the teacher is also the homeroom teacher of the class. namely Miss A. At SLB Negeri Banjarnegara, teachers who are responsible as homeroom teachers are also responsible for teaching all subjects including English, except sports and Islamic religious education. This is due to the lack of teaching staff at SLB Negeri Banjarnegara. Furthermore, the number of students in IX-C as eleven. Of the eleven students, there was one student who could not read and write. This is because in that class there are two types of children with mental retardation, namely mild and moderate types. This school has also implemented the latest learning curriculum, namely the independent learning curriculum. Which in this curriculum, gives the largest portion to skills subjects. Because the learning projection for CSN is independence. So that students are prepared as graduates who are ready to work and can be entrepreneurial.

Three relevant studies are related to this study. First, the thesis by Alfufatin Nabilah (The State Islamic University Sunan Ampel Surabaya, 2022) entitled : "Facilitating Mentally Retarded Students in Learning English Vocabulary through Rolling Ball Media at SLB BC Sasanti Wiyata Surabaya". The result of

this research shows about procedure for using Rolling Ball media as a method in teaching English vocabulary to mentally retarded children consisting of several steps, namely. The teachers introduce the rolling ball media, the teacher explain the rules of the game, the teacher ask students to make a group, the teacher ask students to determine the first player. Each student take turns moving forward to roll the ball, students are asked to pick up the paper based on where the ball fell, students are asked to open a mystery paper, and then they asked to translate he vocabulary they get in front of the class.

The second, research by Syafira et al. (2022) conducted to Nasional Journal of Cultura and Lingua Vol. 3 No. 2, May 2022 entitled : "Analysis Vocabulary Mastery of Mentally Retarded Children 9 Years Old at SLB Negeri 1 Ranah Pesisir". The research shows that mild mental retardation children are able to understand 200 vocabulary words out of 300 basic vocabulary given while severe mental retardation children are only able to understand 40 vocabulary words out of 300 basic vocabulary given.

The third, research by Lestari et al. (2022) conducted to Nasional Journal of Linguistics and Language Teaching Vol. 8, No 1, July 2022 entitled : "English Teacher's Difficulties in Teaching Vocabulary to Students with Learning Disabilities". The research shows that some of the difficulties experienced by English teachers in teaching English vocabulary to students with a learning disabilities are teachers have difficulty in asking students to remember English vocabulary, attract students' attention, control student pronunciation, manage learning time, and find the right strategy.

Thus on three previous studies, the research equation that researchers want to do is to discuss each other about teaching vocabulary to mental retardation students. While the difference from the three related studies above is the research that researchers want to do more on the strategies used by teachers in learning English vocabulary and problems faced by teachers in teaching vocabulary of mentally retarded children.

Based on the explanation above, the researcher has decided to analyze the teacher strategies in teaching English vocabulary for mental retardation students in seventh grade at SLB Negeri Banjarnegara in academic year 2022/2023 . Vocabulary is the one subject of the English language which used to start the student studying English. Vocabulary is part of basic English learning that will help in mastering the material.

So the researcher will analyze the teacher's strategies when teaching English vocabulary in the class. The researcher interests to conduct a research entitled **"TEACHER STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR STUDENTS WITH SPECIAL NEEDS OF MENTAL RETARDATION IN SLB BANJARNEGARA IN ACADEMIC YEAR OF 2022/2023 "**

B. Identification of the Problem

Based on the above background, the problems that researcher encounter in the field include :

1. Mental retardation students are difficult to read and spell English vocabulary.

2. Mental retardation students are difficult to remember the English vocabulary.

3. Lack of educators who teach in SLB Negeri Banjarnegara.

4. The discrepancy of learning outcomes provided by the government with the condition of Mental retardation students in SLB Negeri Banjarnegara.

C. Limitation of the Problem

Researcher needs to limit the research to be conducted. This is intended to avoid major problems and help researcher to focus in research. Referring to the background of the problem and problem identification, the researcher will focus on teacher strategies used in teaching English vocabulary and problem faced by teacher in teaching English vocabulary children with mental retardation at the junior high school level (SMPLB) at SLB Negeri Banjarnegara for the academic year, 2023/2024. This research only focused on one group of students, namely class IX-C students of SLB Negeri Banjarnegara which amounted to 11 students.

D. Formulation of the Problem

From the background above, the problems that can be formulated in the form of research questions are :

1. What are the teacher's strategies applied in teaching English vocabulary to children with mental retardation in SLB Negeri Banjarnegara in the academic year 2023/2024 ?

2. What are the problems faced by the teacher in teaching vocabulary to children with mental retardation in SLB Negeri Banjarnegara in the academic year 2023/2024 ?

E. Objectives of the Study

Based on the description of the problem formulation above, it can be known the objectives to be achieved in the research as follows :

1. To find out the teacher's strategies in teaching English vocabulary to children with mental retardation at SLB Negeri Banjarnegara in the academic year 2023/ 2024.

2. To describe the problems faced by teacher's in teaching vocabulary of children with mental retardation children in SLB Negeri Banjarnegara in the academic year 2023/2024.

F. Benefits of the Study

From the results of this study is expected to have the following benefits :

a. Theoretical Benefits

1) To develop science, especially those oriented to learning English vocabulary in mentally retarded children.

2) To study more deeply about learning for mental retardation children.

3) To enrich scientific treasures in the field of education, especially in English teacher strategies in mental retardation children and as input for future research.

b. Practical Benefits

1) For Headmasters

a) As information and evaluation for schools.

b) Can be used as a reference in learning English at SLB Negeri Banjarnegara.

c) Encourage schools to improve the quality of English learning.

d) Overcoming difficulties encountered in carrying out the process of teaching English vocabulary.

2) For Teachers

a) Can provide consideration and input for English teachers in order to apply appropriate and appropriate learning strategies so that the subject matter can be received and mastered properly by students.

b) Motivate teachers to improve student teaching methods and strategies.

c) Can know the steps in dealing with difficulties during the learning process.

3) For Researchers

a) As material for information and experience as a prospective educator to increase and expand understanding of teacher strategies in learning English vocabulary in CSN of mental retardation.

b) The problems felt by researchers can be answered with satisfaction because the research was carried out alone.

4) For Readers

a) As a reference or consideration for other researchers to conduct uniform research.

b) As an additional insight and knowledge in the world of Education, especially regarding teacher strategies in learning English vocabulary in CSN of mental retardation in Special Schools (SLB).

c) Can contribute in the field of education in general and education for CSN of mental retardation in particular regarding the right strategies in the process of learning English vocabulary.

G. Definition of Key Terms

1. Teaching Strategies

   Teaching strategy is a comprehensive approach to learning in managing learning activities to deliver subject matter systematically in order to achieve predetermined learning objectives effectively and efficiently Nasution (2017)

2. Vocabulary

   Vocabulary is the sum of all words in a language, which are also words that a person has, knows, and uses in speaking, listening, reading or writing (Widya et al., 2018). Mastery of vocabulary is one of the abilities that must be mastered in learning English in order to understand and build English sentences correctly and well.

3. Teaching Vocabulary

   Teaching vocabulary is the first step for the students or learners who want to learn English. It is impossible for someone who learns English without knowing vocabulary. The more the students gain and know the words, the more they understand and it makes them easier to speak and share ideas to others Nation (2008) in Adnyani & Dewi (2020) .

4. Student with Special Needs of Mental Retardation

   Children with Special Needs (CSN) is defined are children in terms of mental characteristics, sensory abilities, communication, social behavior, or physical

characteristics Zaitun (2017). There are various types of children with special needs, one of which is mental retardation.

Mental retardation means that the condition of an individual who has intellectual abilities is below average followed by weak adaptability in various aspects of life and this condition can be recognized before a person is 18 years old Evanjeli et al., (2018).

5. SLB / Special Education School

    SLB or *Sekolah Luar Biasa* is Education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social abnormalities, but have the potential for intelligence and special talents Suparno, (2007). SLB Negeri Banjarnegra is one of the schools for children with special needs located on Jl. Raya Kenteng, Rejasa, Kec. Madukara, Banjarnegara Regency, Central Java 53482.

CHAPTER II

LITERATURE REVIEWS

A. Theoretical Review

1. Teaching Strategy

a. Definition of Teaching Strategy

According to Muchtar, the word strategy comes from Latin, namely 'strategia' which means the art of using a plan to achieve goals. In general, a strategy is a tool, plan, or method used to complete a task Nasution, (2017). The term strategy is often used in many contexts with different meanings. In the context of education, the strategies applied in learning activities are referred to as learning strategies. In this case the learning strategy can be interpreted as a plan that contains tools, methods or a series of activities designed to achieve certain educational goals. According to Sanjaya Wina (2007), the term strategy, like many other terms, is used in many contexts with meanings that are not always the same. In the context of teaching and learning, strategy is defined as a general pattern of teacher-student behavior in the embodiment of teaching and learning activities Nurhasanah, (2019).

Understanding of the term learning strategy cannot be separated from other terms, namely approaches, methods, and techniques. The four terms have a relationship with each other in the learning system. The

meaning of each term also needs to be understood well so that there is no overlap between the meanings of one and another. Sudrajat in stating that the learning approach is a point of view or direction of view on learning.

Method is a thorough planning related to the selection, sequencing, delivery of learning material, as well as providing corrections if learners make mistakes in learning, which is based on the approach that has been chosen. Learning techniques can be interpreted as the way that a teacher implements a specific method.

Nana Sudjana said that teaching strategies are "tactics" used by teachers in carrying out the teaching and learning process, so that they can influence students to achieve learning objectives (Asrori, 2016). Learning strategies consist of methods, techniques, and procedures that will guarantee that students will actually achieve learning objectives. This is in line with the opinion of Pribadi (2009) which says that learning strategies must contain an explanation of the methods or procedures and techniques used during the learning process. That is, methods or procedures and learning techniques are part of the learning strategy.

Dick and Carey in Santinah (2016) explains that learning strategies consist of all components of learning materials and procedures or stages of learning activities that are or are used by teachers in order to help students achieve certain learning objectives. According to them, learning strategies are not only limited to the procedures and stages of learning activities, but

also the entire arrangement of material or learning program packages that will be delivered to students.

From the above understanding it can be concluded that the learning strategy is a plan of action (a series of activities) which also includes the use of methods and utilization of various resources or strengths in learning. This means that in the preparation of a new strategy up to the process of preparing a work plan, it has not yet reached action. Strategies are structured to achieve certain goals, meaning here that the direction of all strategic formulation decisions is to achieve goals, so that the preparation of learning steps, the use of various facilities and learning resources are all directed towards achieving goals. But before that it is necessary to formulate a clear goal that can be measured success.

b. The Components of Teaching Strategy

According to Hamruni (2002) the components of teaching strategies are consisting of :

1) Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy cannot manipulate the teacher. The teaching manipulation purposes is to make students environment to the expected environment from teaching learning process, that finally make students reach an expectation standard competence. in teaching

manipulation, the teacher must be based on curriculum which implemented.

2) Student

   Students are component that do study program to improve ability to reach study goals.

3) Purpose

   Purpose is base to determine strategy, material, media, and teaching evaluation. So, in teaching strategy determining purpose is the first thing that must choose by the teacher.

4) Teaching Material

   Teaching material is media to teach teaching purpose. According to Suharsini (1990) teaching material is core component in teaching process.

5) Method

   Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods be concerned

6) Media

   The plural form of the term "Medium" is media. Many things around us are media, such as television, computers, pictures, radio, and newspapers. Certain media are used in the teaching learning process

to convey knowledge to students in education. This is referred to as media education.

7) Evaluation

Evaluation is a component of the teaching learning process that allows teachers to know the outcome of their expectations. Summative and formative evaluations are both possible.

8) Situation or environment

The teacher's teaching strategy is influenced by the environment. In this context, situation refers to situations and physical conditions such as climate, school, location, facilitation, and others.

c. Strategies in Teaching Vocabulary

According to Thornbury (2002), there are many kinds of strategies that can be applied to teach vocabulary. These strategies are as follows: using translation, games, guessing from context, and using dictionary, and making task

1. Using translation

Translation is the most widely used method of presenting the meaning of a word in the monolingual class. Although translation is a quick and simple method of expressing words. It is open without any problems. First, translating terms isn't always easy. Second, although it can sometimes feel too simple for students, translation encourages them to engage with language.

The right approach is very important in the teaching and learning process, and this is not limited to the expertise of the teacher because many students find learning vocabulary a tedious task. To help students remember new vocabulary with new, English teachers need to improve their vocabulary teaching. If words are presented in a way that is easier to remember from the start, students will have an easier remembering them.

2. Games

Games are other activities that help students with their vocabulary. In word games, the teacher taught by displaying pictures of artists, animals, or things. Teachers can use a variety of games, including scrabble, flashcards, word cards, bingo games, and others. Students could learn vocabulary in a more enjoyable way by playing word games. It also increased their motivation to learn new words.

3. Guessing from context

Guessing from context is one of the most useful skills that can be acquired and applied by learners both in the classroom and in the classroom. What's more, this seems to be teachable and applied easily. This is also a technique that we have already emphasized, even without us realizing it when reading L1. When trying to conclude the meaning of words in a second language, most students have difficulties, because they are less confident in understanding the context compared to their understanding in L1. As a result, they tend to be less dependent on the

context. Thus, the vocabulary 'guesswork' needs to be integrated as often as possible into text-based activities, such as reading or listening for comprehension. It works best when the reader has developed a general or core knowledge of the text. Recommended steps for guessing from context are these :

1) Decide the part of speech of the unknown word-whether, for example, it is a noun, verb, adjective, etc. Its position in the sentence may be a guide, as might its ending (e.g. an *-ed* or *-ing* ending might indicate it is a verb).

2) Look for further clues in the word's immediate collocates - if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?

3) Look at the wider context, including the surrounding clauses and sentences - especially if there are 'signposting' words, such as *but*, *and*, *however*, *so*, that might give a clue as to how the new word is connected to its context. For example: *We got home*, *tired* but **elated**: the presence of *but* suggests that *elated* is not similar in meaning to *tired*. Compare: *We got home*, *tired* and **down bearted**.

4) Look at the form of the word for any clues as to meaning. For example: *downhearted* is made up of *down + beart + a* participle affix (*-ed*).

5) Make a guess as to the meaning of the word, on the basis of the above strategies.

6) Read on and see if the guess is confirmed; if not and if the word seems critical to the understanding of the text - go back and repeat the above steps. If the word does not seem critical, carry on reading. Maybe the meaning will become clearer later on.

7) When all else fails, consult a dictionary.

4. Using Dictionary

Using dictionaries is a manual strategy. teacher Ask students to find the difficult word in dictionary. Dictionary, can be used as a last resort when strategies' guessing out of context failed. But they can also be used productively, both for producing text and as a resource for word-taking. The benefits depend on the student's ability to access the information contained quickly and accurately. Training students in using dictionaries effectively is important because many students may not be familiar with dictionary conventions, even in their own language. This training also gives them the means to continue to master old words after their formal study program is completed.

5. Making task

Making tasks are tasks that teachers can assign to students to help them move words into long-term memory. Some of these tasks will require more brain work than others. That is, they will be more cognitively demanding. The tasks on which, the learner makes decisions about words can be divided into the following types, roughly arranged in order from least cognitively demanding to most demanding:

1) Identifying. Identifying words simply means finding them where they may otherwise be 'hidden', such as in texts.

2) Selecting. Selecting tasks are cognitively more complex than identification tasks, since they involve both recognising words and making choices amongst them.

3) Matching. A matching task involves first recognising words and then pairing thern with-for example a visual representation, a translation, a synonym, an antonym, a definition, or a collocate.

4) Sorting. Sorting activities require learners to sort words into different categories. The categories can either be given, or guessed.

5) Rangking and sequencing. Ranking and sequencing activities require learners to put the words into some kind of order. This may involve arranging the words on a cline: for example, adverbs of frequency (always, sometimes, never, occasionally. often, etc). Or learners may be asked to rank items according to preference

The more types of tasks you can perform on a set of words, the better. In other words, the identification task can be followed by the matching task, which can further be followed by the ranking task.

Based on the theory of Thornbury (2002) it can be seen that there are five strategy that can be used by teachers in learning English vocabulary to students.

2. Vocabularies

a. Definition of Vocabulary

According to Norbert Schmitt in Dede Gustian (2021) vocabulary is a basic of a language; it is very important to be mastered first. We cannot speak well and understand written materials if we do not master them. No matter how successfully the sound of a foreign language is mastered, without words to express a wider meaning, communication in a foreign language is impossible in any meaningful way. Based on the above opinion, it can be said that vocabulary is one of the most important aspects in learning a foreign language. With a limited vocabulary, someone will also have a limited understanding in terms of speaking, reading, listening and writing. That's because, it is impossible to learn a language without mastering vocabulary.

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the richness of the words of a particular language. This is in line with the opinion of Nurgiantoro (2016) which states that vocabulary is a wealth of language that is owned by (found in) language. Vocabulary is a very important component that can even be called a key in learning a language, because the richness of a person's vocabulary determines the quality of that person's language skills.

Kridalaksana define vocabulary is a component of language that maintains all of information about meaning and using word in language. Vocabulary is one of the main components of a language. If someone

wants to be able to communicate, they must master it. This is pertinent to Richards and Renandya (2002) assertion that vocabulary is a crucial parts of language proficiency because it forms the bulk of a learners ability to talk, listen, read, and write. Mehta in Pratiwi Rahmadhani (2015) emphasize this principle as well, stating that the development of vocabulary is the most crucial step in learning a language. Without vocabulary, it is impossible for someone to mastering the language skills (listening, speaking, reading, and writing)

Vocabulary is the total number of words that are needed in communicate ideas and express the speakers' meaning (Siregar, 2016). It is clear that a vocabulary is a list of words that are used to communicate in a language and are understood.

Based on the explanation above, it can be concluded that vocabulary is the entire word owned by a language used by a person or also a speaker to speak, listen, read, write. This vocabulary has an important role in language teaching. Because vocabulary mastery is very influential in language skills.

The most important aspect of learning a language is its vocabulary. It is impossible for students to read, write, and speak a foreign language if they do not have a sufficient vocabulary. Learning new vocabulary entails not only memorizing the word's form but also comprehending its meaning.

b. Kind of Vocabulary

Vocabulary varies across the four language skills of listening, writing, reading, and speaking. A student will typically absorb listening and speaking vocabulary before moving on to reading and writing vocabulary. However, in practice, the process may differ, particularly in foreign language teaching. Before processing speaking and listening vocabulary, reading vocabulary may become the first stage.

According to Jo Ann Amberoid and Mary Lee Field (1997) classify into active and passive vocabulary .

1. The active vocabulary consists of words that are completely understood by listeners and writers. They are the words that can be remembered and used at any time in a speech or writing situation and it is also called as productive vocabulary. In practice, active words are those that we can use without stopping and forcing ourselves to remember when writing or speaking (Dakhi & Fitria, 2019).

2. Passive vocabulary refers to words that are not completely understood, so they are rarely used in writing and speaking and also called as receptive vocabulary. As a result, it is possible to conclude that passive vocabulary is a prerequisite for active vocabulary (Dakhi & Fitria, 2019).

According to Downing (2006), English vocabulary is traditionally classified grammatically based on terminological categories. There are

four types of word classes or parts of speech: noun, verb, adjective, and adverb. The following are some examples of vocabulary:

1. Noun

   A noun, according to Colman (2005), is the name of something: a thing, a person, a place, or even a feeling or a state of mind. For the example, man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc.

2. Verb

   A verb is a word that expresses an action or state of being as well as the time it occurs. The verb expresses action, events, processes, and so on. A complete sentence must include at least one verb, such as run, read, wash, dance sweep, sing, write, and etc.

3. Adjective

   Adjectives are words that provide additional information about a noun or pronoun. Before a noun, an adjective can be used. According to Jackson (2005), adjectives denote: size (large, small, etc.), color (blue, red, etc.), shape (oblong, square, etc.), appearance (pretty, nice, etc.), evaluation (commendable, reasonable, etc.), and so on, whereas Dykes (2007) states that adjective means to add the characteristics of something in the grammatical sense.

4. Adverb

   According to Jackson (2005), an adverb denotes manner (cautiously), time (soon), direction (along), and many other things. According to

Dykes (2007), an adverb is a word that adds meaning to any other word except a noun or pronoun (that is the job of an adjective).

According to the explanation above, each expert in each book has a different way of classifying the type of vocabulary, because everyone has a different way of expressing and communicating their opinions and ideas. Some of them emphasize vocabulary to the items that learners can use appropriately in speaking or writing and to the language items that learners can recognize and understand in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification is based on the different side and aspects.

c. The Important of Vocabulary

One aspect of the language that should be learned and taught is vocabulary. It will be difficult to master the language if you do not master or understand a certain number of vocabularies. Before teaching other aspects of language, the first step is to teach vocabulary.

It is critical to teach vocabulary. It is critical because without vocabulary, students cannot communicate, write, understand the meaning of sentences, or understand what others say.

Vocabulary is an important part of language because we need several words to convey ideas when we speak a language. So that people understand what we mean. There are two important types of vocabulary :

a. Language has two forms: spoken and written. Both require vocabulary to develop their existence.

b. In fact, vocabulary is one of the four essential language skills.

As a result, vocabulary is more important for production than recognition when learning English as a foreign language.

3. Children with Special Needs of Mental Retardation

a. Definition of Children with Special Needs

CSN is defined as a child with special characteristics that are different from children in general without necessarily showing mental, emotional, or physical disabilities (Heward 2003, in. The specialties they have make CSN require special education and services to optimize their potential perfectly (Daniel P. Hallahan, 1991). Those included in the CSN include, among others, the blind, the deaf, the mentally retarded, the quadriplegic, the disabled, learning difficulties, behavioral disorders, gifted children, children with health problems.

CSN is also known as excellent. Exceptional children are defined as children who are different from ordinary children in terms of mental characteristics, sensory abilities, communication, social behavior, or physical characteristics. With this difference, CSN requires modifications in activities in schools or special education services so that they are able to develop to their maximum capacity.

Susan and Rizzo in Suharsiwi. (2017) defines children with special needs as children who are significantly different in various important

dimensions of their human function. they are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and their potential to the fullest, including those who are deaf, blind, have speech disorders, physically disabled, mentally retarded, and emotional disorders, also gifted children with high intelligence, can be categorized as a special/extraordinary child, because it requires trained handling from professionals. Mangunseong (2009) states that deviations that cause different CSN lie in differences in mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or three of these things.

Based on the several definitions given by the figures above, CSN can be defined as an individual who deviates from the average normal child in terms of physical, mental, intellectual characteristics, sensory and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of the two. or some of the above, which causes CSN to require special education or services aimed at developing children's potential to the fullest.

b. Definition of Mental Retardation

Mental retardation students is a term used to refer to students or people who have intellectual abilities below average. In Indonesian, terms that have been used, such as weak brain, weak memory, weak mind, mental retardation, mentally retarded, mentally disabled, and mentally impaired (Widiastuti & Winaya, 2019). In foreign literature it is known as mentally

retarded, mental deficiency, mentally handicapped, feebleminded, mental sub normality and others (Moh. Amin, in Widiastuti & Winaya (2019). The term actually has the same meaning which describes the content of children who have intelligence far below average and are characterized by limited intelligence and inability to social interaction.

According to Bandi (2006) Mental retardation are individual who has significant intelligence is below average and accompanied by an inability to adapt to behavior that appears during the development phase. Public Law in Suharsiwi (2017) Mental retardation is a condition of generally below average intellectual ability, which is accompanied by a deficit in adaptive behavior, which occurs during the developmental period, and has a major effect on a child's educational performance. More specifically, the American Association on Intellectual and Developmental Disabilities (AAIDD) explains that mental retardation indicates significant limitations in functioning, both intellectually and adaptive behavior that are manifested through conceptual, social, and practical adaptive abilities. This condition appears before the age of 18 years (V, 2009)

The American Phychological Association (APA) which was published through the Manual of Diagnostic and Professional practice in Mental Retardation in 1996, stated about the limitations of mental retardation. The limitations of this APA can be interpreted, that mentally retarded children are children who have significantly limited intellectual functioning, and limited adaptive functioning. This condition occurs

before the age of 22 years. The difference between APA and AAID lies in the age at which mental retardation appears, namely before the age of 18 years (limits from AAIDD) and before 22 years (APA) (Damastuti, 2020). If these limitations are put together, it can be said that the limitations of intellectual function and adaptive function appear before the age of 18-22 years.

Based on the standardized test of Individual intelligence, below average ability is an IQ score of 70 to 75 or lower. Adaptive behavior deficits are limitations in two or more adaptive skill areas covering the following areas: communication, self-care, housekeeping, social skills, community living, self-direction, health and safety, academic skills, and use of leisure and work time. These limitations refer to skill limitations related more to functional application than to other circumstances such as cultural differences or sensory disturbances. Developmental age is the age before 18 years.

It can be concluded that mentally retarded children are children who have intellectual abilities below average than in general which are characterized by limitations in intellectual functioning and adaptive behavior that occur before the age of 18-22 years and have a major influence on children's educational performance.

c. The Classification of Mental Retardation

It is important to classify mentally retarded children to make it easier for teachers to develop programs and carry out educational services, Based on the level of IQ and abilities in daily life, The American Psychological Association (APA) classifies children with mental retardation into 4 levels, namely mild retardation, moderate retardation, severe retardation, and profound retardation. (Kusmiyati, 2021).

Table 2.1

Classification of Mental Retardation Based on IQ Score

Classification	IQ Range
Mild	55-70
Moderate	40-55
Severe	25-40
profound	<25

1. Mild Retardation (1Q 55-70)

Soemantri (2007) refers to the mild retardation group as Moron or Debil children. The characteristic of mild mental retardation children is that they are children who are able to educate, when viewed from an educational point of view. They also do not show any striking physical abnormalities, although their physical development is a bit slower than the average child. Their height and weight were no different from other children, but they were lacking in strength, speed, and coordination, and

often had health problems. They can still study in public schools, although slightly lower than the children in general. Usually the attention span is short making it difficult to concentrate for long periods of time. They sometimes experience frustration when asked to function socially or academically for their age, so that their behavior can be bad, for example acting out in class or refusing to do class assignments. They sometimes show shyness or are reserved. However, this can change when they are included to interact with other children. Outside of education, they can do some skills without having to get supervision, such as self-care skills, such as eating, bathing, and dressing.

2. Moderate Retardation (IQ 40-55)

The characteristics of moderate mental retardation children are that they are classified as capable of training, where they can be trained for certain skills. Although they often respond long to education and training, if given appropriate educational opportunities, they can be educated to do jobs that require certain abilities. They can be trained to take care of themselves as well as some simple reading and writing skills. When employed, they need a protected and supervised work environment.

Moderate mental retardation children have limitations in remembering, generalizing, language skills, understanding concepts, perceptions and creativity, so they need to be given tasks that are simple, short, relevant, sequential and made for their success. They

show physical abnormalities which are congenital symptoms, but these physical abnormalities are not as severe as those experienced in children in the severe and profound categories. Often they have problems in physical coordination and social situations. They also showed disturbances in their speech function.

3. Severe retardation (IQ 25-40)

Those who belong to the severe level will show many difficulties and problems, even in special schools. Therefore, they need careful protection and supervision. They require continuous maintenance and service. In other words, severe mental retardation children are unable to take care of themselves without the help of others even in simple tasks. As a result, they are rarely employed and have very little social interaction. They also have speech disorders. In addition they can only communicate vocally after intensive training. Other signs of physical abnormalities are the tongue protruding frequently, along with salivation. The head is slightly larger than normal. Their physical condition is also weak.

4. Profound Retardation (IQ < 25)

The characteristic of profound retardation is that they have very serious problems, both regarding their physical condition, intellectual function and the right educational program for them. Generally, children with mental retardation at a profound level experience brain damage and physical abnormalities, such as hydrocephalus, collism and

so on. They may still be able to walk and feed on their own. However, their speech and language skills are very low. Although they may say a few simple phrases, their social interaction is very limited. Other physical abnormalities can be seen in the head which is bigger and often shakes. Their self-adjustment is also very poor, there are even children who always need the help of others because they are unable to stand up on their own, so they need intensive medical services.

Based on the explanation above, it shows that the lower the child's intelligence, the greater the guidance or assistance needed.

d. Characteristics of Mental Retardation

Mental retardation is a condition where the development of intelligence experiences obstacles so that it does not reach the optimal development stage. James D. Page in Setiyatna (2015) divides the characteristics of mental retardation into two, namely general characteristics and special characteristics. The general characteristics of mental retardation children are as follows:

1. Academic Development (Cognitive Aspect)

The learning capacity of mental retardation children is very limited, especially their capacity regarding abstract matters. They learn more by parroting (rote learning) than by understanding. Day after day they make the same mistake. They tend to avoid thinking. They have difficulty concentrating, and have little interest. They also tend to forget

quickly, find it difficult to make new creations, and have a short attention span.

2. Social/Emotional Development (Affective Aspect)

In association with mental retardation children cannot take care of themselves, maintain and lead themselves. When they are young they must be assisted constantly because they are easily mired in bad behavior. They tend to socialize or play together with children who are younger than them.

His life experience is limited. They are also unable to express pride or awe. They have a personality that is less dynamic, easily swayed, less charming, and not broad-minded. They are also easily suggested or influenced so that it is not uncommon for them to fall into bad things, such as stealing, vandalizing, and sexual violations. But behind that, they all show good perseverance and empathy as long as they get service or treatment and a conducive environment.

3. Physical/Health and Motor Development (Psychomotor Aspect)

Judging from the structure and function of the body, generally mentally retarded children are the same as other children. However, they experience developmental delays, for example, they can only walk and talk at an older age than most children. Stance and movement stiff, even among many who experience speech impediments. This abnormality is not in the organs but in the information processing center in the brain so that they see but cannot understand what they see, hear,

but cannot understand what they hear. For severe and profound mental retardation children feel less pain, body odor is unpleasant, their bodies are not fresh, their energy lacks endurance and many die at a young age. They are susceptible to disease due to limitations in maintaining themselves, Here are some special characteristics of mental retardation children based on their level.

Table 2.2

Special Characteristics of Mental retardation Children Based on Their Level

Level	Characteristics
Mild Retardation	- Not seen as a child retarded by ordinary people. - Can learn practical skills, read or count up to grade 6 elementary level, but must be disobeyed in extraordinary schools not in public schools. - Can achieve skills for social adjustment and work for self-preservation but is done slowly. - Requires periodic support and guidance when experiencing unusual economic or social stress.
Moderate Retardation	- Slow to move and speak and communicate simply. - Can be trained to do simple tasks to help themselves. - Can be trained simple hand skills. - Able to walk alone in familiar places. - Unable to care for yourself.

Level	Characteristics
Severe Retardation	- Slow in motor development. - Little or no communication skills. - Can still be trained for basic self-help skills. - Can perform routine and repetitive daily activities. - Requires guidance and supervision in a protected environment.
Profound Retardation	- Have minimal capacity in sensory motor functions. - Slow in all aspects of development & speech difficult to understand. - Show basic emotions. - May be able to be trained to use hand, legs, and jaw. - Unable to care for themselves and requires close supervision and care.

e. The Cause of Mental Retardation

Someone who becomes mentally retarded can be caused by various factors. Experts divide these factors into several groups. Strauss divides the factors that cause mental retardation into two groups, namely endogenous and exogenous. Endogenous factors when the location of the cause is in the hereditary cells and exogenous are things outside the hereditary cells, for example infections, viruses that attack the brain, hard head collisions, radiation, and so on (Moh. Amin) in Rochyadi (2012).

Another way that is often used in classifying factors that cause mental retardation is based on the time of occurrence. factors that occur

before birth (prenatal), during birth (natal), and after birth (postnatal) (Tarigan, 2019).

Here are some causes of mental retardation that are often found both from heredity and environmental factors.

1. Prenatal Factors

When the fetus does not develop properly inside the mother, it can result in mental disability. Furthermore, congenital infections such as cytomegalovirus, toxoplasmosis, herpes, syphilis, rubella, and human immunodeficiency virus; prolonged maternal fever in the first trimester; exposure to anticonvulsants or alcohol; and untreated maternal phenylketonuria (PKU) are among the prenatal causes.

2. Perinatal Factors

Problems that occur at birth, for example births accompanied by hypoxia and it is certain that the baby will suffer from brain damage, seizures and shortness of breath. Damage can also be caused by mechanical trauma especially in difficult births.

3. Postnatal Factor

Infancy and childhood are both affected by postnatal problems. Brain infections such as tuberculosis, Japanese encephalitis, and bacterial meningitis are all involved. In addition to head injury, chronic lead poisoning, severe and prolonged malnutrition, and gross under stimulation.

4. Environmental factor

Many environmental factors are suspected to be the cause of mental retardation. Many studies have been used to prove this, one of which is the discovery of Patton and Polloway in Rhardja Djadja. Sujarwanto (2010) stated that during the developmental period there were various negative experiences or failures in interacting which became one of the causes of mental retardation.

4. Problem in Teaching English Vocabulary Students with Special Needs

A problem is a gap between hope and reality that requires resolution or resolution (Abd. Muhith, 2018). In learning, especially in teaching CSN. Teaching CSN can be more challenging and frustrating because there are so many factors to consider when teaching English vocabulary. According to Lafiana et al., (2022) there are some problem in teaching English vocabulary children with special needs :

a. Teachers had difficulty in make Lesson Plan for CSN

A lesson plan is a learning activity plan developed from a syllabus for one or more face-to-face meetings with the aim of directing teaching and learning activities to achieve basic competencies. Based on research that has been conducted such as by Rudi Fransicus Tanjaya (2018) found one problem faced in learning CSN, namely teachers do not make lesson plans.

b. Delivering Learning Materials on CSN

The problem experienced by teachers when learning CSN is delivering learning materials to CSN. This is in line with the results of Yawma

Wulida (2020) research, one of the obstacles for teachers in handling CSN is that teachers have difficulty in delivering learning materials because CSN is very difficult to understand what is conveyed by teachers.

c. **Determining Learning Methods for CSN**

According to Aidah (2003) in, the learning method is a tool to create the expected learning process. Teachers also do not fully understand the appropriate method to be applied to CSN where the application of learning methods should be in accordance with the child's character and material. One of the characteristics of a good method for the teaching and learning process is that it is flexible, flexible, and chooses strengths that suit the character of students and the material. The teacher admitted that he had to match the learning method to be used with the situation and condition of CSN during the learning process, thus making it difficult for the teacher and had to change the planned method with another method. In addition, teachers also find it difficult to choose which method to apply to CSN first because CSN's attitude is erratic, unruly and difficult to understand lessons. This is due to the teacher's lack of understanding CSN is also one of the causes of teachers' difficulties in determining learning methods, this is evidenced by the use of monotonous learning methods.

d. **Inviting CSN to Work Together**

The problem faced by teachers in learning CSN is to invite CSN to work together. Meanwhile, teachers really need good cooperation between teachers and CSN during the learning process. According to Rosita (2015)

said that in the world of education, cooperation is an important thing that must be carried out in learning, both inside and outside school. The teacher admitted that it was difficult to invite ABK to work together when studying in groups and when given assignments because the child was difficult to manage and often wanted to win alone, disturbed his friends, and did not do the task given.

e. **Setting Time for CSN**

The time given by the school is very limited so it is not sufficient to teach ABK completely According to Hasan (2021) said that school learning time is limited only during predetermined class hours, so it is likely that students who are less intelligent are not able to master all the material studied, they need additional enough learning time to master completely. The limited time causes teachers to be less optimal in learning ABK. Limited time makes teachers have to continue learning at the next meeting. The intellectual limitations of ABK also make teachers take a lot of time to teach and guide them. While the time given by the school is very little so that the teacher has to give the child additional hours outside school hours.

5. SLB / Special Needs School

a. Definition of SLB/ Special Needs School

According to the policy of the Ministry of Education and Culture in 1989, SLB is an educational institution that organizes educational programs for children with disabilities or disabilities. In our country, we

already have Special Schools for blind, deaf, disabled, and retarded children.

The education system in Special Schools is a unit system, consisting of a preparatory education level, a basic education level, and a further or vocational education level. This system is implemented considering the scarcity of further education that can accommodate these children. In addition, the peculiarities of the disorder require special education services.

According to Suparno (2007), Special Schools are schools that provide education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders, but have the potential for intelligence and special talents.

Mangunseong (1998) in V.A.R.Barao et al., (2022) revealed, Special Schools are an integrated part of the national education system that is specifically organized for students with physical and/or behavioral disorders. Based on the above understanding, it can be said that the Special School is a school specifically intended for students who have physical, emotional and social disabilities.

In accordance with Law no. 20 of 2003 concerning the National Education System, which is stated in Article 5 paragraph (2), which reads "Citizens who have physical, erosional, mental, intellectual and/or social disorders have the right to obtain special service education". Then in Law no. 23 of 2000 concerning Child Protection, which is stated in article 51,

namely: "Children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary education and special education.

Through the existence of the Special School, it is hoped that it can become a media for educational institutions that can prosper and educate the nation's children, especially for CSN.

b. Special School Education System

According to Santoso (2012), there are two types of education systems in Special Schools, namely as follows:

1. Segregation Education System

The segregation education system is a system where children with disabilities are separated from the education system for normal children. The implementation of the segregation education system is carried out specifically and separately from the implementation of education for normal children.

2. Integrated Education System

This education system aims to provide education that allows CSN to have the opportunity to participate in the educational process together with normal students in order to develop themselves optimally.

c. Functions of Special Schools

The function of the special school itself is only to provide teaching that is in accordance with CSN's abilities and its aim is to provide a

teaching system that is different from other normal children, where normal children only learn to read, write, count and work, but CSN is taught special lessons according to their needs. to prepare CSN children to become independent individuals.

d. English Curriculum for SLB-C

The position of English as a foreign language is getting stronger with the government's decision to make English the first foreign language. As a foreign language, English is one of the additional lessons and programs developed in schools or local content that is specifically provided as language knowledge for mental retardation taught in special schools.

In the curriculum structure regulated in the Regulation of the Director General of Primary and Secondary Education No. 10 / D / KR / 2017, English subjects for SMPLB parts C-C1 are included in general subjects which are curricular programs that aim to develop attitude competencies, knowledge competencies, and skill competencies of students as a basis and strengthening abilities in community life, nation, and state whose content and reference are developed by the center.

The allocation of time for English lessons at SMPLB C amounts to 2 hours of lessons per week using a thematic approach.

B. Previous Related Studies

This research is based on various of previous studies that are relevant to this study . There are some previous research are used as comparation of this research.. The first research by Nabilah (2022) (The State Islamic University

Sunan Ampel Surabaya) entitled : "Facilitating Mentally Retarded Students in Learning English Vocabulary through Rolling Ball Media at SLB BC Sasanti Wiyata Surabaya. The study describes the use of Rolling Ball Media to facilitate mental retardation students in learning English vocabulary and explains how mentally retarded students respond to the use of Rolling Ball media. The research was conducted using descriptive qualitative methods. The result of this research shows that are the procedure for using Rolling Ball media which is applied as a method in teaching English vocabulary to students with intellectual disabilities at SLB BC Sasanti Wiyata consists of 7 steps, namely the teachers introduce the rolling ball media, the teacher explain the rules of the game, the teacher ask students to make a group, the teacher ask students to determine the first player. Each student take turns moving forward to roll the ball, students are asked to pick up the paper based on where the ball fell, students are asked to open a mystery paper, and then they asked to translate he vocabulary they get in front of the class.

The second research conducted to Linguist, Journal of Linguistic and Language Teaching Vol. 8, No. 1, by Lestari et al., (2022) entitled : "English Teacher's Difficulties in Teaching Vocabulary to Students with Learning Disabilities". This study investigated teachers' difficulties in teaching English vocabulary to students with learning disabilities and how they overcame the situation at SLB C Karya Ibu Palembang. This study used qualitative case study method. The result of the study showed that the teacher at SLB C Karya Ibu Palembang had difficulties teaching English vocabulary to students with a

learning disability and some strategies to deal with the problem, such as asking the students to remember English vocabulary, attracting the attention of students, controlling pronunciation of students, managing the learning time, and finding proper strategies.

The third, research by Syafira et al. (2022) conducted to Nasional Journal of Cultura and Lingua Vol. 3 No. 2, May 2022 entitled : "Analysis Vocabulary Mastery of Mentally Retarded Children 9 Years Old at SLB Negeri 1 Ranah Pesisir". This research discusses   and has the purpose to examine the mastery of language and vocabulary as well as sentence structures used by mentally retarded children in 9-year-old children of SLB Negeri 1 Ranah Pesisir. This research is qualitative, which contains a description of the child's language and vocabulary mastery and its presentation. The result of this research shows that mild mental retardation children are able to understand 200 vocabulary out of 300 basic vocabulary given. While severe mental retardation children are only able to understand 40 vocabulary words from 300 basic vocabulary given.

The fourth, research by Nurhalim (2020) (The State Islamic University Sulthan Thaha Saifuddin Jambi) entitled : "Teacher's Strategies in Teaching English for Mentally Disabled Students". This thesis discusses about the teacher's strategies in teaching English for mentally disabled students with the aim to find out the strategies implemented by English teacher in the mentally disabled majors, this research includes qualitative research with descriptive qualitative design and this research was conducted at SLBN Prof. Dr. Sri Soedewi Masjchun Sofwan, SH Jambi Province with the subject of the research

is one of English teacher in junior high school. The result in this research shows that the strategies implemented by English teacher to teach mentally disabled students have been optimal by means of an individual learning. The teacher provides guidance to students based on their abilities or levels of mentally disabled students. Teaching strategies undertaken such as in English language learning, lesson plan, learning methods, instructional media and the role of the teacher are very important for the development learning of mentally disabled students, because they have limitation in accepting learning, these problems come when learning something. When learning, the teacher explains the concepts, describes and must know how each student that has a different to understanding the material delivered by the teacher towards learning English.

For the next, research by Maulida, (2022), (State Islamic University Prof K.H Saifuddin Zuhri, Purwokerto) entitled : "English Teaching Strategies for Students with Intellectual Disabilities at SMPLB C-C1 Yakut Purwokerto). The goal of this study are to describe the learning strategies used in developing how student with intellectual disabilities receive and apply English learning at school, as well as to analyze the factors that supported and inhibited the development of reading and writing skills in mentally retarded children. The result of this study, shows that teachers strategies in English teaching learning at SMPLB C and C1 Yakut Purwokerto has three stages: planning, implementation, and evaluation. Making learning objectives, learning strategies, teaching materials, and the media used are all part of the learning planning process.

From the previous studies above it can be seen the differences and similarities between the researchers conducted. From the five existing studies, is similarity that the research is about teaching English of mental retardation students. Meanwhile, the study Nabilah (2022) the research is difference at the focus of his research focuses on the use of Rolling Ball media in vocabulary learning. The second is study by Lestari et al., (2022), which is their study focused on find out the teachers' difficulties in teaching English vocabulary to students with learning disabilities and how they overcame the situation. Then, the difference research by Syafira et al.,(2022) namely which research focus on their research is language acquisition in mentally retarded children at school. Then. the research by Nurhalim, (2020) which in his research focused on teacher's strategies in teaching English for mentally disabled. Last, by Maulida (2022), her research focused on learning strategies used in developing how student with intellectual disabilities receive and apply English learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used descriptive qualitative method. Qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people observed. Moleong (2019) Explaining qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. Moreover, according to Cresswell Sugiyono, (2016) the qualitative descriptive method is a means to explore and understand the meaning of an individual or group assigned to a social or human problem.

Based on the statement above, qualitative research is appropriate for investigating the research problem. The researcher used descriptive qualitative research, which means that the study produced analytical procedures without the use of statistical analysis or any other quantification. It is a method suitable because it can reveal the data in depth about teaching strategies on teaching vocabulary of mental retardation students at ninth grade of SLB Negeri Banjarnegara in academic year 2023/2024. It means that the data analysis is naturally objective and factual. Furthermore, the researcher wishes to describe

the research problem and data analysis, including data reduction, display, and conclusion for verification.

B. Research Setting

1. Place of Research

This research will take place at the State Special School of Banjarnegara which is located on Jl Raya Kenteng Rejasa, Rejasa, Kec. Madukara, Kab. Banjarnegara Prov. Central Java. The researcher chose the Banjarnegara State SLB because this school is a school that has a level of education ranging from kindergarten to senior high school which can allow researchers to get more extensive data regarding the English language learning strategies used in the school as well as any problems. Faced in carrying out English language learning. This school also teaches its students about English terms that are often used in public places so that it can help students when in application.

2. Time to Research

The time of this research was conducted the pre-research on January 31th 2023.

Table 3.1

Time of Research

No.	Activities	Nov 2022	Des 2022	Jan 2023	Feb 2023	Mar 2023	Jun 2023	Aug 2023	Nov 2023
1.	Research Planning	▓	▓						
2	Pre Observation			▓					
3	Research Proposal	▓	▓	▓	▓	▓	▓		
4	Seminar Proposal						▓		
5	Data Collecting							▓	
6	Data Analysis							▓	
7	Data Display							▓	
8	Reporting								▓

C. Research Subject

The subject of the research is the English teacher of ninth grade Junior High School of Mental Retardation at *Sekolah Luar Biasa Negeri* Banjarnegara. The name of English teacher is Mrs. A.A S.Pd

D. Data and Source of the Data

1. Data

Data are something obtained through a data collection method that will be processed and analyzed with a certain method which will then produce something that can describe or indicate something Baba, (2017). Qualitative research data is generally soft data in the form of words, expressions, sentences and actions instead of hard data in the form of statistical numbers, as in quantitative research Nugrahani, (2008). The data in this research are the teaching strategies, especially on teaching vocabulary of mental retardation in the seventh grade of SLB Negeri Banjarnegara in the teaching and learning process. The data are strategies for the teaching-learning process performed by the teacher and students in the learning process. Moreover, in collecting data, the researcher support it by written language or speaking language, such as a voice recorder and notebook. The spoken types of data that consist of words, phrases, clauses, and sentences are necessarily transferred to written data to make the analysis easier. Instead, the written types of data can analysis directly.

2. Source of Data

Sources of data in research are a very important part for researchers. That is because accuracy in choosing and determining the type of data source will determine the accuracy, depth, and feasibility of the information obtained. A data is impossible to obtain without a data source. In qualitative research, there are several source of data that can be used in extracting information, namely, documents or attractions, resource persons, events or activities, places or locations, objects, images and recordings.

The researcher wants to analyze the teaching strategies in the learning process. In this research, the data was collected by observing and recording the teaching strategies of the teacher and students in the class. Therefore, source of data of this research including qualitative data because the form of the data did not number, but teaching strategies on teaching vocabulary.

The source of data of this research was taken from one teacher in teaching strategies vocabulary of mental retardation students from Mrs. A. A S. Pd.

E. Research Instrument

Arikunto (2016) suggests that research instruments as tools are tools that can be realized in objects, such as questionnaires, checklists, or interview guides, observation sheets, test questions, inventory, scales, and so on. The main instrument of this research was the researcher herself as observer and interviewer because the research is descriptive qualitative research.

Nasution Sugiyono, (2016) stated that in qualitative research, there is no other choice than to make humans as the main research instrument. The reason is that everything still has no definite form. The problem, the focus of the study, the research procedure, the hypothesis used, even the expected result, it cannot all be determined definitively and clearly in advance. Everything still needs to be developed throughout that research. In such uncertain and unclear circumstances, there is no other choice and only the researcher himself as the only tool can achieve it.

The researcher is the primary source of information or data for this study. It also used some additional instruments, recording equipment, and field note books during the data collection process.

F. Techniques of Collecting the Data

The technique of collecting data is the most strategic step in research because the main purpose of the research is to get data. According to Arikunto in technique of collecting the data these are ways that researchers can collect data. How to point to something abstract, cannot be realized in visible objects, but can only be shown its use. In collecting the data the researcher use the observation, interview and documentation method.

The technique of collecting data applies in this research are to carry out this method, as follow:

1. Observation

According to Saleh, (2017) observation is a data collection technique used to directly observe the target (subject) of research and record events and

behaviors reasonably, originally, not artificial, and spontaneously within a certain period of time, so that careful, in-depth, and detailed data are obtained. Cartwright &; Cartwright in Baba, (2017) define observation as a process of seeing, observing, and observing and recording behavior systematically for a specific purpose. Basically, the purpose of observation is to describe the observed environment, the activities that take place, the individuals involved in the environment and the activities and behaviors that are raised, and the meaning of events based on the perspective of the individuals involved.

The researcher will observe the teacher Strategies implemented in teaching-learning on teaching vocabulary of mental retardation students and problem faced by teacher in teaching English vocabulary to children with mental retardation in the ninth grade of SLB negeri Banjarnegara.

Table 3.2

Observation Field Notes

Observation Field Notes	
Name of teacher :	
Date / Time :	
Class :	
Place :	
Indicators	Description
Process of learning English Vocabulary	
Strategies used by teacher in teaching English vocabulary	
Method used by teacher in teaching English vocabulary	
Media used by teacher in teaching English vocabulary	
Evaluation of teaching English vocabulary	
Problem faced by teacher in teaching English vocabulary	
The type of vocabulary that the teacher teach students	

2. Interview

Interview is a data collection technique through conversations carried out with a specific purpose, from two or more parties. The interviewer is the person who gives the question, while the interviewee acts as a resource person

who will provide answers to the questions submitted. The method of collecting data with interviews takes a long time compared to other methods such as questionnaires. By using interviews, researchers will know more in-depth things about participants in interpreting situations and phenomena that occur, which cannot be found through observation.

The researcher use interviews are conducted to obtain responses and information about teaching strategies in teaching vocabulary of mental retardation students and problem faced by teacher in teaching English vocabulary to children with mental retardation. The function of the interviews is to check the data and ensure that the data is valid.

Table 3.3

Interview Guide

Strategies in Teaching English based on Thornburry (2002)	Indicators	Question
Using Translation	• The ability to master vocabulary in students. • Problem faced by teachers.	1. Is this using translation strategy one of the most effective strategies in teaching English vocabulary to mentally retarded children? 2. With the strategy of using translation, do students become easier to understand the vocabulary taught? 3. What problem do you face when using this strategy?
Games	• The game that the teacher uses. • Problem faced by teachers. • The media used by the teacher.	1. What is the process of teaching English vocabulary using games? 2. What games do you choose to teach English vocabulary? 3. Which game do students like the most? 4. What are the problem you encounter when using strategy games?
Guessing from Context	• The ability of students to guess vocabulary. • Problem faced by teachers.	1. Will students be able to guess the vocabulary you mentioned when you mentioned it? 2. What are the problem you face when applying this strategy?
Using Dictionary	• The dictionary that the teacher uses. • The difficulties students face. • Problem faced by teachers.	1. How do you respond to students when they find difficulty finding dictionary vocabulary? 2. What are the problem you face when using this strategy?
Making Task	• The type of task that the teacher chooses. • Problem faced by teachers. • Student success	1. What tasks do you give students to make it easier to remember the vocabulary that has been taught? 2. What are the problem you face when using this strategy?

Problem faced by teacher in teaching English Vocabulary based on Lafiana et al., (2022)	Indicators	Question
	• **Problem faced by teacher**	1. What are the problem faced by teacher in teaching English vocabulary

3. Documentation

According to Saleh, (2017) documentation is a data collection technique used to obtain data that can provide information on the object of research, especially documents related to the focus of the problem under study, both documents in the form of important defects, legislation, manuscripts, photos, manuscripts, and other documents that can support. Or it can be said that the documentation method is used by researchers to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of a pat, and so on.

This documentation is used to supplement data obtained from interviews and observations sourced from documents and recordings. In qualitative research, there are data sources that come from non-humans such as documents, photos, and statistical materials.

Arikunto (2016) stated that the documents needed in qualitative research are documents that are relevant to the research focus and are needed to complete the data.

The documentation data of this research consist of the lesson plan, and all document related to English material in teaching English vocabulary of

SLB Negeri Banjarnegara. In addition, there also student data for 9 C at SLB Negeri Banjarnegara, photos and interview and observation activities in English language lessons has been conducted by the researcher.

G. Trustworthiness of the Data

In obtaining accuracy in research, the researcher uses triangulation. Data triangulation is defined as a data collection technique that combines data from various data collection techniques and existing data sources. According to Moleong in Nugrahani (2008) Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison to the data concerned. Triangulation increases the power of data compared to one approach.

Moreover, triangulation techniques distinguished into four section , as follows :

1. Data Triangulation

Patton in Moleong, (2019) suggests that triangulation with sources means comparing and rechecking the degree of confidence of information obtained through different times and tools in qualitative research. It can be achieved by: (1) compare observational data with interview data; (2) comparing what people say in public with what they say in private; (3) comparing what people say about research situations he says all the time; (4) compare one's circumstances and perspectives with the various opinions and views of people such as ordinary people, people with secondary or

higher education, people in wealth, people of government,; (5) compare the results of the interview with an issue recorded in the relevant document.

2. Method Triangulation

According to Patton in Moleong, (2019) in the triangulation method, there are two strategies, namely (1) checking the degree of confidence in the discovery of research results through several techniques and data collection and (2) checking the degree of confidence of several data sources with the same method.

3. Triangulation Researcher

Triangulation researcher is an examination of the validity of data by utilizing other researchers for data checking purposes. Utilizing other observers can help reduce deviations in data collection. In addition, triangulation researcher can be done by comparing the results of the first researcher's analysis with other researchers.

4. Triangulation Theory

Triangulation theory is a triangulation that can be done with the use of several relevant theories when in the process of analyzing research data. Patton in Moleong, (2019) calls it a rival explanation.

Based on the explanation above, the researcher uses data triangulation, namely observation, documentation, and interview. It aims to know how is the English teaching-learning strategies for teaching vocabulary of mental retardation in the class. The researcher finds the source information about

the English teaching-learning strategies for teaching vocabulary of mental retardation in the ninth C grade of SLB Negeri Banjarnegara in the academic year 2023/2024. Then the questionnari is verified again with observation and documentation to get suggestions

H. Techniques of Analyzing the Data

According to Noeng Muhadjir in Rijali, (2019) Data analysis is an effort to systematically search and organize records of observations, interviews, and others to increase the researcher's understanding of the case under study and present it as a finding for others. Meanwhile, to increase this understanding, analysis needs to be continued by trying to find meaning. Susan Stainback, suggests that data analysis is critical in the qualitative research process. Analysis is used to understand relationships and concepts in data so that hypotheses can be developed and evaluated. In essence, data analysis in qualitative research is an activity to organize, sort, group, code or sign, and categorize the data so that a finding is obtained based on the focus or research problem to be answered. In the data analysis section, the process of tracking and managing systematically interview transcripts, field notes, and other materials is described so that researchers can present their findings. Data analyzing techniques explain the steps of how the researcher analyzed the data. The researcher analyzed the data by using descriptive analysis and the data were described in sentence. In this research, The researcher use techniques for analyzing the data. The technique of analyzing the data consist several steps, there were : data collection, data reduction, data display, conclusion drawing,

and verification (Miles M. B. & Hubberman). Those can be explained as follow :

1. Data Collection

In this research, the researcher collected the data from the teachers who and the mental retardation students in class 9C in academic year 2023/2024. During the data collection, the researcher took an interview about the learning process.

2. Data Reduction

The amount of data obtained from the field is quite a lot, so it needs to be recorded in detail and thoroughly. As explained earlier, the longer researchers go to the field, the more data obtained will be more complex, complex, and complicated. For this reason, researchers need to immediately conduct data analysis through data reduction. Reducing means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns.

Thus, the reduced data will provide a clearer picture, and make it easier for researchers to collect further data, and look for it if needed. In reducing data, researchers will be guided by the goals to be achieved. The main objective of qualitative research is on findings. Therefore, if researchers in conducting research find everything that is considered foreign, unknown, does not yet have a pattern, that is precisely what must be the attention of researchers in reducing data.

3. Data Display

After the researcher reduces the data, the next step is to present the data. Data presentation is the process of collecting information arranged based on categories or groupings needed. The purpose of presenting data is to combine information so that it can describe the circumstances that occur. In qualitative research, the presentation of data can be done using tables, chart, pictograms, and so on, Through the presentation of the data, the data obtained will be organized and arranged in a relationship pattern, so that it will be easier to understand. The presentation of data that is most often used in qualitative research is with narrative text. In addition to using narrative text, it can also be in the form of graphs, mathematics, networks, and charts.

4. Conclusion Drawing / Verification

The final step of qualitative data analysis is simulated drawing and verification. Drawing conclusions is the process of formulating the meaning of research results expressed in sentences that are concise, concise and easy to understand, and is carried out by repeatedly reviewing the truth of the conclusions, especially related to relevance and consistency to the title, objectives and formulation of existing problems. Conclusions are drawn during the research process as well as the data reduction process, after enough data is collected, then temporary conclusions are drawn, and after the data is completely complete, final conclusions are drawn.

In addition, conclusions were also verified during the ongoing research, by: (1) rethinking during writing, (2) reviewing field notes, (3)

reviewing and exchanging ideas between peers to develop inter subjective agreement, (4) extensive efforts to place a copy of a finding in another data set.

In the technique of analyzing the data, the researcher in data reduction focused on the teaching-learning process of teaching vocabulary of mental retardation students in the ninth C grade of SLB Negeri Banjarnegara. Thus, the habit researchers use qualitative analysis methods to determine the quality of analysis and result in qualitative research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the author presents the results of research and discussion of research based on the findings collected during the investigation on teaching strategies used by the English teacher in teaching vocabulary for students with mental retardation at SLB Negeri Banjarnegara. Data collection techniques were carried out through observation, interview and documentation. The subject of this research is an English teacher who teaches 9 C students at SLB Negeri Banjarnegara in the academic year 2023/2024

A. Research Findings

In the research finding section, the researcher explained the data has been collected from observation in teaching and learning process. The researcher would like to answer to objective of study, based on the data findings. In this research consist two point to discuss, there are teachers' strategy in teaching English vocabulary for CSN of children with mental retardation and problem faced by teacher in teaching English vocabulary to children with mental retardation at the ninth grade at SLB Negeri Banjarnegara in academic year 2023/2024. The method of collecting data are observation, interview, and documentation that has been collected by the researcher. The researcher used the theory of strategies used by teacher in teaching vocabulary by Thornbury 2002. The results of the study were obtained by direct observation and through interviews with English teaching teachers in grade 9C, namely Miss. R, as well as the collection of available documents in the form of student practice documents, attendance sheets, and

activity documentation. The observation was conducted from Tuesday, July 27th 2023 and Tuesday, August 01th 2023. The researcher has conducted two observation on one lesson topic.

1. **Field Notes 1**

   Technique Collecting Data   : Observation

   Date   : Tuesday, July 27th 2023

   Time   : 07.30-09.00

   Class   : 9 grade C

   Place   : SLB Negeri Banjarnegara

   Source   of Data   : Renita, S.Pd

   Data Description   : The researcher made direct observations on the implementation of English vocabulary learning strategies for children with mental retardation in SLB Negeri Banjarnegara, as follows:

   The researcher did observation in the ninth grade C students of SLB Negeri Banjarnegara on Tuesday, 27th July 2023, the researcher came to class accompanied by Miss R as a homeroom teacher as well as an English teacher. After entering the classroom, the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The teacher starts the lesson with greetings first then continues to pray and ask how students are doing using the song "Good morning what is the good news". After that, the teacher asked for today's date and continued by reviewing the lessons that had been carried out last week. The English classroom in this meeting study about numbers. The teacher wrote vocabulary the numbers 1 to 5 on the board

and starts asking the names of the numbers to the students using Indonesian then asks the English of the numbers. While asking the teacher also at the same time tells English along with the pronunciation of the name of the number.

The number material given by the teacher at this meeting is numbers 1 to 10. The teacher told the students to repeat it by pointing one by one students. Then the teacher tells the students to write down all the numbers in their respective notebooks. The teacher teaches how to pronounce numbers in English correctly using games played on a laptop, and synchronized via mobile phones. The game is called 'Learn English".

The teacher invites students to play guessing numbers by saying the name of the fruit and counting the fruit. The teacher gives the opportunity for all students to try the game. When all the students have finished, the teacher repeats again the names of the numbers that have been learned by asking several students. Some have managed to answer, some need to be told. The teacher gives the students a lesson by matching the names of numbers and pictures on a piece of paper that has been prepared beforehand. The teacher gives an example of how to match the right word then students start working. In addition, teachers also teach students to pronounce and memorize the names of English numbers using tones.

Towards the end of the lesson, the teacher reviews the material by mentioning the names of numbers in Indonesian and English, then appointing one by one to say the names of the designated numbers and English. At the end of the lesson, the teacher provides corrections to some mistakes made by

students, especially in pronunciation and spelling. Then the teacher gives a conclusion about today's material and tells students to relearn the material that has been delivered at home and tell about the subjects that will be carried out after this.

2. **Field Notes 2**

Technique Collecting Data : Observation

Date : Tuesday, August 01th 2023

Time : 07.30-09.00

Class : 9 grade C

Place : SLB Negeri Banjarnegara

Source of Data : Renita, S.Pd

Data Description : The researcher conducted a direct observation of the implementation of English vocabulary learning strategies for children with mental retardation in SLB Negeri Banjarnegara, as follows :

The researcher did the observation on Tuesday, August 01th 2023. The teacher opens the class by greeting students using the song "Good morning what's the good news" one by one. After that, the teacher asked about the subjects to be done today and today's calendar. Then the teacher reviews the material that has been learned in the past, namely about numbers, by asking one by one the numbers 1 to 9 in Indonesian and English. For today's learning, it also continues last week's material.

The teacher starts this material by using pictures drawn directly on the blackboard, then the teacher asks the students to count the number of pictures by pointing to the rest and telling them to come forward. The teacher repeats the number of numbers written by mentioning the English. The teacher invites students to learn the names of numbers using the song "Lets count 1-10" which the teacher plays through a laptop.

The lyrics :

1,,2, 3, 4, 5, jump!

6,,7, 8, 9, 10, jump!

1, 2, 3, 4, 5 jump!

6 ,7, 8, 9, 10

(Repeat)

1,2,3, Step forward

1,2,3, Step back

1,2,3, Spin around

1 ,2, 3, 4, 5, jump!

6 ,7, 8, 9, 10, jump!

1, 2, 3, 4, 5 jump!

6 ,7, 8, 9, 10

Here we go

1,2,3,4,5,6,7,8,9,10

The teacher slowly teaches the lyrics of the song, then after the students begin to be able to follow. The teacher invited her to sing it together. After

finishing singing, the teacher repeats the names of the numbers in English and again points to some students to repeat them.

The teacher invited the students to play games, which they played last week, namely the educational game "Learn English". The teacher invites students to play counting numbers and guessing numbers, one by one. While guessing numbers, students are also invited to guess the pictures in the game, such as pictures of fruits and animals. Teachers also help students when students have difficulty guessing numbers by using finger gestures and asking other students.

The teacher gives practice questions that are distributed to each student to do. The teacher gave a question in the form of matching words as given last week. The teacher initially gave an explanation of how to answer the question after the students understood the instructions, the teacher began to tell students to do the question and collect it in the future when it was finished. There were some students who still looked confused, then some asked friends, some asked teachers. The teacher helps answer by using finger gestures and mentioning the Indonesian language of the number.

After all the students have finished working, the teacher repeats the names of the numbers in English and their translations. The teacher asks questions by pointing one by one students to repeat mentioning numbers in English assisted by using finger gestures, according to the numbers asked. At the end of the study, the teacher reviews the material that has been explained and gives a homework in the form of stringing words from the names of the

numbers that are being studied. The teacher ends the lesson by inviting students to take a break.

a. Teacher's strategies in teaching English vocabulary for CSN of children with mental retardation used by teacher at the ninth grade at SLB Negeri Banjarnegara in the academic year 2023/2024

a. The material used by the teacher in teaching English vocabulary at the ninth grade students of SLB Negeri Banjarnegara

The material in teaching occupies a very important position of the curriculum as a whole. This is because the material must be prepared for the implementation of learning in achieving goals. Teachers use the material to develop students' abilities and knowledge and are expected to help students to understand the lesson easily. Then the material should be in accordance with the lesson plan and syllabus. The English material taught at SLB Negeri Banjarnegara is taught 2 hours a week where the emphasis is on learning that students can recognize nouns in English. So the English vocabulary material taught to children with mental retardation in SLB Negeri Banjarnegara is number vocabulary. delivered by the teacher in teaching English vocabulary is numbers.

b. The media used by teacher in teaching English vocabulary at the ninth grade C students of SLB negeri Banjarnegara

Based on observations and interviews with English teachers, researchers found that there are several media used by teachers in teaching English vocabulary. Media plays an important role in teaching and the

learning process. The use of media is very necessary to achieve the goals of teaching and it must be manifold. The use of media will increase the likelihood that students will learn more and knowledge will be stored better in their minds. One of the media used by teachers in teaching is pictures. Using pictures in teaching is very necessary for teachers, especially in teaching vocabulary. Based on observations made by researchers on Tuesday, August 01, 2023 in grade 9 C, researchers found that teachers use pictures in teaching vocabulary, namely in material about numbers. In addition, teachers also use laptops and mobile phones in teaching English vocabulary.

c. The method used by the teacher in teaching vocabulary at the ninth grade students of SLB Negeri Banjarnegara.

In learning English vocabulary for children with mental retardation in the classroom, teachers use several learning methods, including:

1) Lecture Method

The lecture method is the oral narration of study materials. In learning English vocabulary, this lecture method is often used. Because in providing material to children with mental retardation is not easy, but teachers must deliver material by paying attention and approaching each student one by one and repeating the material delivered so that students can remember it. The implementation of the lecture method for students with intellectual disabilities, the teacher first explains the purpose of the material to be delivered. Explanation of the purpose of

this material so that students know their activities in learning. These goals can also arouse student learning motivation. The teacher really understands the condition of the students, therefore the material is delivered clearly and slowly so that students better understand the meaning conveyed. If there is an important point from the material, the material is delivered by repeating sentences and asking students whether they understand the material delivered by the teacher. The teacher writes words or sentences that need to be explained on the board. This helps students in learning to read and write. The lecture method is often used by teachers, because it is easy to do. In addition, this method can stimulate learners to learn independently.

2) Q&A Method

This question and answer method is a method that allows direct communication or dialogue between teachers and students. So in this communication there is a direct reciprocal relationship between teachers and students. In SLB Negeri Banjarnegara applies the question and answer method in vocabulary learning. This method is also used by most schools, because this method is an effective method used to foster student enthusiasm in learning and establish good interaction between teachers and students. The question and answer method can only give a rough idea and to recall something the student has learned. The question and answer method for students with intellectual disabilities is used in all subject matter. The implementation is carried out when the lesson

starts, when the lesson takes place, and when the lesson is over. Questions and answers are held when the lesson begins so that students remember the previous lesson. Students with intellectual disabilities are very weak in remembering things. Therefore, the material presented to them is always repeated until they understand. During learning, question and answer serves to find out student understanding and provoke student concentration on the lesson. The question and answer method that was carried out finished delivering the material to find out the understanding of the material that had been delivered. Teachers answer students' questions patiently and use language that is understood by them.

3) Task and Recitation Method

The assignment and recitation method is implemented in order to stimulate students to actively learn either individually or in groups. Assignments and recitations can be carried out at home, at school, in the library and other places. In addition to the above methods, SLB Negeri Banjarnegara also applies the task and recitation method. Which method is applied with the aim of knowing whether students with intellectual disabilities are able to carry out their duties or not and to find out how far students with intellectual disabilities remember the materials that have been delivered by the teacher. With this method of assignment and recitation, teachers can also provide assessment to students

d. Teaching strategies used by teachers in learning vocabulary for children with mental retardation in SLB Negeri Banjarnegara.

Based on the interview with the English teacher and also from the observation the researcher found that there are some strategies that the teacher used in teaching vocabulary. The strategy that the teacher used such translation, games, making task, drilling, picture, sing a song and gesture. The teacher often asked the student to come to in front of the class and answer the question in the white board. Here are the explanations of the strategy above :

1) Using Translation

After making observations at SLB Negeri Banjarnegara as seen above, one of the vocabulary learning strategies applied in teaching children with mental retardation yaitu using translation. Based on the observation on Tuesday, July 27 2023 and Tuesday August 01 2023 at the ninth grade students of SLB Negeri Banjarnegara, that was touch by Mrs. Renita, the researcher found that that the teacher used two languages when she explained words in teaching process. In delivering the material, the teacher mentions the names of numbers in Indonesian first and then mentions them in English. Then, while repeating the material, the teacher mentions the numbers in English and tells the students to guess Indonesian from the numbers mentioned. In addition, when the teacher tells students to count the number of fruits and animals in the picture, the teacher also mentions the English of the fruit and animal and tells the

meaning in Indonesian. The results of this observation are supported by interview data that has been conducted from English teacher, The data findings are as follow:

> *"Yes, sis, I will mention the Indonesian first sis, for example like the number material earlier. I will mention the Indonesian numbers first, then I translate it into English, sometimes I also mention the English first and then Indonesian. So that children are not confused and can grasp the material I teach*. (Interview with Mrs. Renita on Tuesday 01th August 2023)

Based on the data findings from the observation, interview, it can be concluded that teachers use direct translation in teaching English vocabulary to children with mental retardation. This is done by teachers so that students do not find it difficult to understand the meaning of vocabulary, because if they do not use direct translation instead of using a dictionary to translate vocabulary children with mental retardation will have difficulty because they may not necessarily be able to find the meaning of words using dictionaries

2) Games

The teacher uses one of the English learning educational games in teaching vocabulary of the names of numbers, the name of the game is "Learn English". The game is applied through a laptop and synchronized with mobile phones. The teacher invites students to play counting and guessing numbers games together. The teacher also gives students the opportunity to try them one by one. In addition to using application games, teachers also invite. The teacher uses one of the English learning

educational games in teaching vocabulary of the names of numbers, the name of the game is "Learn English". The game is applied through a laptop and synchronized with mobile phones. The teacher invites students to play counting and guessing numbers games together. The teacher also gives students the opportunity to try them one by one. In addition to using application games, teachers also invite students match words on a piece of paper that has been prepared in advance, and play word composing. For the wording game, the teacher made it a homework and told the parents to help with the work. The results of this observation are supported by interview that has been conducted from English teacher, The data findings are as follow :

> *"Yes sis, Students are more interested in learning English if given a game like this sis, they become more enthusiastic about following lessons and of course a little easier to remember too. I also give games to be tasks and exercises,, so that the material is more accessible to children*" (Interview with Mrs. Renita on Tuesday, 01ᵗʰ August 2023)

Based on the result of the interview, teachers prefer to use game strategies because it can make students more interested in learning English vocabulary and make students able to remember the material more easily and well. The teacher also prepares several types of games used to deliver the material.

From the data findings of observation, interviews, and documentation, it be able to conclude that teachers apply strategy games to every lesson. The games used are also different. The goal is to attract students in learning English vocabulary and not easily bored during learning. Thus students can have a fun and exciting learning experience. The type of games used by teachers is guessing and matching.

3) Making Task

Towards the end of the lesson, the teacher gives assignments for all students to do and is assessed directly, in the form of matching the names of numbers with pictures of numbers listed on a piece of paper that has been prepared beforehand. In addition, the teacher also gives tasks to do at home, in the form of compiling words from the names of numbers that have been taught, with the help of parents.

From the observation that has been made by the researcher on Tuesday July 27 2023 and Tuesday August 01 2023, the teacher applied strategy making tasks in teaching vocabulary for children with mental retardation. The teacher told the students to do the practice questions. The researcher also conducted an interview and documentation with the teacher to support the data results from the observation. The results of the interview and documentation data are as follows :

"Usually, I gives the task in the form of practice questions after the explanation of the material is finished, to reinforce the material that has been taught, usually if the question matches the words the

children can do it themselves, but if composing words is still difficult so I ask students to teach their parents at home, like that's a homework, yes" (Interview with Mrs. Renita on Tuesday, 01th August 2023)

Based on the data findings from observation, interview, and documentation the teacher gives the task as reinforcement of the material that has been given and knows how much vocabulary can be captured by children with mental retardation. The type of task given is to do exercises made by the teacher himself in the form of counting numbers and matching words.

4) Drilling

The other strategy that used by teacher is drilling. In this strategy, the teacher delivers the material repeatedly and slowly. At the beginning of the lesson, the teacher writes the numbers 1 to 5 on the blackboard followed by writing the English of each number. After that, the teacher mentions the English of the numbers along with their spelling and pronunciation and translates them into Indonesian several times. Then the teacher points to the numbers on the board and instructs the students to imitate the English pronunciation of the numbers. After it was felt that the students had begun to understand, the teacher pointed one by one students randomly to name the number in Indonesian and English. Then, before giving a pass to the student the teacher re-names the numbers in English up to 2 or more times and instructing, the students to imitate

them. After finishing the study, the teacher again explained the material using different strategies. The result of this observation are supported by interview data that has been conducted from English teacher, The data findings are as follow :

> *"So like this, maybe in normal children's learning does not need to be repetitive but in children with mental retardation it is very necessary to deliver material repeatedly, because they easily forget. Just taught has also forgotten so it is necessary to keep repeating the material, usually for one material it can be 1 to 3 Sis meetings"*
> (Interview with Mrs Renita on Tuesday, 01th August 2023)

Based on the data findings from the observation, interview, documentation it can be concluded that the teacher implementing drilling strategy in teaching English vocabulary in children with mental retardation to help students more easily understand and remember the vocabulary given. By looking at the characteristics of children with mental retardation who are easily forgotten, this strategy is a suitable strategy to be applied by teachers.

5) Picture

The use of picture strategies is done by teachers when giving examples of counting the number of numbers by drawing several objects on the board such as drawing pictures of fruits, lines and balls. After explaining several times, the teacher then gave examples to increase students' understanding by giving pictures on the blackboard.

From the observation was made by researcher, teachers who teach vocabulary use pictures as one of the strategies in learning. At the end, the teacher pointed to one of the students to come forward and told the students to count the number of pictures of objects on the board and then mention the English of the numbers, after which to write them down. To support the results of the observation, the researcher conducted an interview with the teacher. The following are the results of the interview data :

"*Sometimes I give examples by drawing on the board, such as pictures of apples or lines, simple drawings so. to help students remember, I usually appoint to come forward as before, if not appointed usually continue to say*" (Interview with Mrs. Renita on Tuesday, 01th August 2023)

Based on the data findings from observation, interview, and documentation data collection, it can be concluded that the teacher applies the picture strategy for teaching English vocabulary for children with mental retardation. The use of strategy pictures can make it easier for students to remember the number vocabulary material given

6) Sing a song

Teachers use singing strategies to increase students' understanding and memorization ability of the material that has been delivered. In addition, the main goal of teachers using this strategy is to restore the concentration of students who have begun to get bored. The teacher

invites students to sing the names of numbers in English using the song "Let's Count 1 to 10" which is played on a laptop. Although it was a little difficult to follow the lyrics, the students still looked enthusiastic when trying to sing the song.

From the observation findings, the teacher applies the sing a song strategy to teach English vocabulary to children with mental retardations. The teacher uses songs that are adapted to the material presented, namely the names of numbers in English. To support the observation findings, the researcher conducted an interview with the teacher concerned and documentation, and the following are the data findings :

"In addition to games, students also learn once while singing, usually I will invite students to sing in the middle of learning like before, this is so that students are not bored, after feeling that students have panicles good back in concentration, I just continue the material" (Interview with Mrs. Renita, on Tuesday 01th August 2023)

Based on the findings from observation, interview, and documentation data collection, it can be concluded that the teacher apply sing a song strategy in teaching vocabulary for children with mental retardation. By using this strategy, it can help students increase concentration in learning and make students happy to follow the lesson and not feel bored.

7) Gesture

In the learning process, teachers provide understanding to students by using spoken speech and gestures. Like using finger gestures in showing the name of the number mentioned, both in Indonesian and in English. Or when helping students answer the question of guessing the name of the number asked by the teacher himself, so after explaining the material, the teacher will repeat the material while asking the student, and when the student asked cannot answer then the teacher will help by raising his finger according to what was asked earlier.

From the observation findings, the teacher applies the gesture strategy in learning. Teachers use finger gestures to explain the number material as well as help students when guessing numbers with finger gestures as well. This is as said by Mrs. Renita namely:

"So in addition to the strategy I mentioned earlier, I also use finger gestures while saying the name of the number either when mentioning numbers in English or Indonesian, sometimes to mincing students when I tell them to guess numbers" (Interview with Mrs. Renita on Tuesday, 01th August 2023).

Based on the data findings from the observation, interview and documentation data collection, it can be concluded that teacher apply the gesture strategy to help remember vocabulary in students using concrete examples.

b. The problem faced by teacher in teaching English vocabulary for CSN of children with mental retardation at the ninth grade at SLB Negeri Banjarnegara in Academic Year 2022/2023

Every learning process that takes place is definitely inseparable from several problems, both a little and a lot. Likewise, what happened to learning English vocabulary for children with mental retardation at SLB Negeri Banjarnegara. Children with mental retardation are children who have special needs, and it has become an obstacle in the learning process. The problems faced by teachers in teaching English vocabulary are as follows :

1) Teachers have difficulty in making lesson plan

Based on interviews conducted with teachers, teachers revealed that they experienced problems in the preparation of lesson plans, especially in English subjects, this was due to the discrepancy of learning outcomes provided by the government with the condition of students so that teachers needed to re-modify the curriculum to suit student conditions.

"For English lesson plans there is no one, but for other thematic lesson plans there are, actually last year I made it for grade 8, but because there is rolling so for this grade 9 I haven't made it anymore sis, because yes there is a mismatch of existing learning outcomes in the curriculum with student conditions, so teachers need to modify the curriculum again and find for themselves what material suits students' abilities, Actually, there are English books for children with intellectual disabilities from the curriculum, but yes, it must be

lowered again, the grade needs to modify the material from the curriculum to be adjusted to the child's condition, so it is quite difficult and complicated" (Interview with Mrs. Renita on 01th August, 2023)

2) Deliver learning materials on CSN

Teachers experience problems in delivering material to students, this is because in the class there are 2 types of children with mental retardation, namely mild and moderate types. Children with moderate mental retardation are much more difficult to understand what is conveyed by the teacher than children with mild mental retardation. Children with mental retardation of the medium type in this class also cannot read and write, and in speaking is quite unclear.

*"In delivering the material, I had quite a hard time Sis, because yes, the abilities of children are very diverse. In this class there are still 3 students who cannot write and read and sometimes speaking is also not very clear, so I have to slowly and repeatedly deliver the material, besides that the teaching aids provided by the school are still inadequate, right children like them are not enough if only explained orally must be exemplified in real terms so that it is easier to remember so" (*Interview with Mrs. Renita on Tuesday, 01th August 2023)

In determining learning methods, teachers also still have difficulties, because they have not found a method that suits all students.

"*So far sis, I am also still confused in finding suitable and effective strategies for students. Because they have a short memory so the lessons must be delivered repeatedly and all lessons must be delivered simply, if for example in ordinary schools in learning English it is 60% using English, well if for children with mental retardation we emphasize the English that we want to convey, for example one for satu*" (Interview with Mrs. Renita on Tuesday, 01th August 2023)

3) Inviting CSN to work together

Teachers admitted that they had difficulty in inviting children with mental retardation to work together when given assignments, especially in children with moderate type mental retardation. This is as revealed by the teacher in the interview as follows:

"*If for actual learning they are quite able to follow Sis, when I invite them to play games or sing, they are also quite able, except for the 3 students earlier, of which 1 is indeed very difficult to work with like earlier playing games, because his son is very easy to tantrum, so I adjust to his wishes. For the 2 more students, they are quite able to follow but must be guided because they can't be alone. Like before, when I told them to write the 2 children were just silent, and did not respond, I had to help first*" (Interview with Mrs. Renita on Tuesday, 01th August 2023)

4) There is no special teacher of English teachers from PGLB (*Pendidikan Guru Luar Biasa*).

In the process of learning vocabulary becomes less optimal and a little difficulty, especially pronunciation problems. So educators who have special qualifications in Special Education are important. While in SLB Negeri Banjarnegara, English learning is taught by one teacher who concurrently becomes a class teacher with modest abilities.

"*In this SLB, there is no special teacher for English maple teachers. Here for those who teach English, the homeroom teacher is sis, so all subjects are held by the homeroom teacher except PAI and PJOK, so we teach English according to our abilities as we are.* (Interview with Mrs. Renita on 01th August, 2023)

5) Learning problems of children with mental retardation

Low IQ causes students to have difficulty receiving subject matter. When the learning process takes place, students easily forget and get bored with the material that has been delivered by the teacher. Sometimes tantrums occur and students lack discipline. As well as the variety of student abilities.

"Because *the name is a child with intellectual disabilities, their abilities are clearly different from children in general, their IQ is below the average of children in general too. So they are very easy to forget the material presented, they are also young bored and bored, sometimes they become annoying their own friends. Sometimes they are also indifferent during learning. Then almost every day there are*

children who are late. (Interview with Mrs. Renita on 01th August, 2023)

B. Discussion

In this discussion, the researcher presented the discussion of the finding description. It is focuses on discussing the objective of the study. The objective of the study includes about describing the strategy of teaching English vocabulary for children with mental retardation used by teacher who taught eight grade of SLB Negeri Banjarnegara in the academic year 2022/2023 and problem faced by teacher in teaching English vocabulary for CSN of children with mental retardation at the night grade at SLB Negeri Banjarnegara in Academic Year 2022/2023. The researcher, doing interview and observation and also take a documentation to explore the data deeply. The researcher used the theory by Thornbury (2002) about strategies used by the teacher in teaching English vocabulary.

1. **Strategies used by teacher in teaching English vocabulary for CSN of children with mental retardation at the ninth grade at SLB Negeri Banjarnegara in academic year 2023/2024**

   Mental retardation is an individual who has significant intelligence below average and is accompanied by an inability in behavioral adaptation that appears during development. Because low intelligence causes mental retardation children to have problems in learning. They are less able to be competent with normal children in general so there is a need for a learning strategy that suits them, especially in learning English vocabulary.

In learning English vocabulary for children with mental retardation, the material given is only vocabulary regarding nouns such as number, animal and fruit. And the skills emphasized on students are listening and speaking skills. The media used by teachers in learning English vocabulary in children with mental retardation are pictures and laptops. The use of media depend on the material of the lesson.

The methods used by teachers in teaching English vocabulary at SLB Negeri Banjarnegara are lecture methods, questions and answers and assignment recitations. The lecture method is used when the teacher explains the material. As it is well known that students with intellectual disabilities during learning are easily bored and tired. Therefore, the learning process is accompanied by demonstrations (using gestures) to make it easier for students to understand and easier to understand.

In learning, teachers will try their best so that their teaching is successful. One of the factors that can bring success is the way the material is delivered or the teacher's teaching strategy. As done, teachers of SLB Negeri Banjarnegara must use strategies in learning English vocabulary for children with mental retardation . Three strategies were discovered to be used by an English teacher at SLB Negeri Banjarnegara's ninth grade students based on Thornbury's (2002) theory of teaching English vocabulary. They are as follows a) using translation, b) games, c) making task. Furthermore, this research discovered several additional strategies that were not included in Thornbury's (2002) theory, which are as follows; a) drilling b) picture, and c) sing a song and d) gesture. The four

strategies that are not included with Thornbury's (2002) theory are discussed in another theory.

The first strategy are using translation. Using translation is a method that is very often used in learning English, especially in vocabulary learning. The use of translation can help students know the meaning of words but it is considered too easy and makes students less active in learning. Even so, this strategy is still widely used. As well as in vocabulary learning in children with mental retardation. The researcher found that teachers use translation directly in delivering material, for example in observation, the teacher mentions the word "one" then the teacher repeats it by translating into their mother tongue. The use of this strategy is also applied in the use of other strategies such as the use of pictures and gestures. In the use of pictures, the teacher shows the picture and its translation. For example in the observation, the teacher show a picture orange then say "Orange" after that the teacher translation of the word "*Jeruk*". In the use of gestures, the teacher mentions numbers in English accompanied by finger gestures followed by translation. Like wise in giving examples of other words such as fruit names and animal names.

The use of strategy games in learning is not a new method in learning, especially English. This strategy is considered more interesting and fun and makes students comfortable. According to Thornbury (2002) there are several games that can be modified in vocabulary learning. With the game will create interesting and not boring learning. In vocabulary teaching in grade 8C, games are the strategy that students like the most in learning English vocabulary, as

revealed by the teacher during the interview. Children with mental retardation seem very interested in the material taught when teachers use game strategies. Teachers use an educational games application called "Learn English" to invite students to learn while playing. In addition to interesting game animations, the features provided by this game are also many. There are many English vocabulary materials such as numbers, fruits and others and there are also tests that students can do. In addition, this game also teaches about spelling and pronunciation. With the use of games as one of the strategies in teaching vocabulary making children with mental retardation more interested when learning takes place, it can be seen that all students seem enthusiastic when trying the game, and when they try the exercises in the game some of them can answer correctly without needing to be told by the teacher.

Making task strategy is done to stimulate students to actively learn either individually or in groups. Tasks can be carried out at home or school. Basically, the use of task-making strategies is applied with the aim of knowing how far children with mental retardation are able to understand and remember the material that has been delivered by the teacher. This is in accordance with Thornbury's (2002) narrative that making task is a strategy that can be thought to have the ability to produce long-term memory. With this strategy, teachers can also provide assessments to students. This is in accordance with what researchers observed in the field, that in the process of learning English vocabulary in children with mental retardation, teachers several times give assignments in the form of practice questions after finishing delivering the

material and give homework before learning ends in the form of compiling words from vocabulary that has been learned with the help of parents. This is done by teachers, because children with mental retardation have not been able to complete some tasks on their own even though they are simple tasks so usually when giving homework the teacher will advise students to do with parents. At the end of the lesson, the teacher will evaluate the tasks that have been given by checking the tasks that have been done by students. If there is a mistake, the teacher will tell the student directly and tell him.

According to Hamdani (2011) in Sirait et al., (2022) the drill approach is intended to train students to be competent in a skill or to increase mastery of a topic. In delivering material to children with mental retardation, teachers often use this strategy because with the limited ability of students, it requires the material to be repeated to instill what the teacher conveys into the subconscious mind of his students. So whatever material is presented to children with mental retardation must be repeated because if it is not repeated then the material will quickly disappear.

Picture is something that is realized visually into 2-dimensional form as an outpouring or various thoughts such as paintings, portraits, slides, films, strips, and projectors (Yuswanti, n.d.). In learning using picture strategies, here the teacher uses pictures drawn directly through the blackboard. Then students try to learn about number based on the picture. In the hermit, the teacher will draw an object with different amounts, such as fruits and lines. Then tell the students to count them. With the use of picture strategies, the delivery of teaching

material becomes clearer and easier to digest because it helps students with mental retardation learn to use the sense of sight, besides that learning with pictures further increases student attractiveness and makes it easier for students to remember the material taught.

The application of strategy song in vocabulary learning in students with mental retardation by teachers is done to create a fun learning atmosphere, and not boring. Fun learning must be carried out and the most important thing is not to neglect the learning objectives. According to Richard (2002) in Adnyani & Dewi, (2020), A song is a brief musical composition for the human voice that has words or lyrics. It sometimes has rhymes and using a language style that differs from that of a scientific or formal document. The words in a song are performed in specific tones, rhythms, tempo, and style. Songs are used as strategy English learning because music has various elements that can be used as a form to develop children's cognitive. High pitch gives students the opportunity to practice their hearing.

According to Deddy Mulyana in Awaliah, (2022) the gesture is a type of nonverbal communication in which the actions of the body are seen communicating certain messages, either at the venue or together and in parallel with the words stamped, which are initially associated with a speech. It can be said that gestures can express messages by moving hands, faces, or other body parts, with the addition of words when speaking. Gesture strategies are very helpful for students with mental retardation in learning English vocabulary. The

use of gesture strategies by teachers is applied in delivering material using finger gestures

From the results of research conducted by researchers at SLB Negeri Banjarnegara related to the strategy of learning English vocabulary in children with mental retardation, there is relevance to previous research conducted by Lestari et al., (2022) including: (1) The use of strategy giving samples using pictures and (2) Using song.

2. **The problem faced by teacher in teaching English vocabulary for CSN of children with mental retardation at The Ninth Grade at SLB Negeri Banjarnegara in academic year 2022/2023**

Problems are circumstances that inevitably occur in the learning process. Three problem were discovered to be faced by an English teacher at SLB Negeri Banjarnegara's ninth grade students based on theory by Lafiana et al., (2022) of teaching English vocabulary to CSN. They are as follows a) teacher have difficulty in making lesson plan b) teachers have difficulty in delivering learning material games, c) invite students to work together. Furthermore, this research discovered several additional problem faced by teacher in teaching English vocabulary for CSN that were not included in Lafiana et al., (2022) theory, which are as follows; a) there is no special teacher of English teachers from PGLB (*Pendidikan Guru Luar Biasa*) b) Learning problem of children with mental retardation.

Teacher have difficulty in making lesson plan. Lesson plan is a plan that describes the procedures and organization of learning to achieve a basic

competency set out in the content standards and described in the syllabus. Lesson plan is a preparation that must be done by teachers before teaching. In SLB Negeri Banjarnegara, teachers admitted that it was difficult to compile lesson plans, especially in English subjects. This is because there is a mismatch in learning outcomes between those provided by the government and the reality of students' abilities in schools. The achievements provided by the government are quite high even though the learning challenges have been specifically designed for children with mental retardation. The curriculum that is used as a reference now in learning in grade 9 is the 2013 curriculum. In the implementation of learning, teachers need to modify the curriculum to suit the abilities and conditions of existing students.

Teachers have difficulty in delivering English vocabulary learning materials. This is due to the diversity of students' abilities in the classroom. There were 11 mental retardation children in class 9C, namely 9 children with mild mental retardation and 3 children with moderate mental retardation. Where it causes differences in ability between these students. Mental conditions of children with mild mental retardation are more able to communicate. So it is easier to provide understanding, but for children with mental retardation is quite difficult. Because of the condition of the child who is quiet and does not respond to commands. They are just silent even though some of their themes have actively participated in learning.

Children with moderate retardation have difficulty speaking and limited language skills. For example, when they recite English numeral vocabulary.

They cannot pronounce correctly even though they have been helped by the teacher, even to recite the vocabulary of numbers Indonesian sometimes they are still often wrong. They also could not read and write so when the teacher told the students to write, the three children were helped by the teacher to write by thickening the writing. And when doing exercise they need to be guided by teachers or helped by other friends.

The limited condition of children with mental retardation makes it difficult for teachers to invite students to cooperate in class. They tend to get bored and bored easily so when invited to cooperate in learning they often play alone and do not pay attention to the teacher. Especially in moderate-level mental retardation students, when invited to play games and do assignments they tend to stay silent, and sometimes there are also students who tantrum suddenly.

The next problem faced by teachers is the absence of special teachers of English teachers from PGLB (*Pendidikan Guru Luar Biasa*). So that in providing material becomes less optimal and a little difficulty, especially pronunciation problems. So educators who have special qualifications in Special Education are important. While in SLB Negeri Banjarnegara, English learning is taught by one teacher who concurrently becomes a class teacher with modest abilities.

Cognitive factors, thinking ability of children with mental retardation that are below the average of other normal children, affect them, they have difficulty in learning. They tend to be slow in accepting any material delivered by the teacher, especially in understanding abstract material, besides that they are also

very easy to forget the material given. When learning English vocabulary, children with mental retardation have difficulty in reading the vocabulary given, this is due to differences in writing and pronunciation of English vocabulary,

These problems are in accordance with those expressed by Lafiana et al., (2022) where some of these problems arise due to factors originating from students, namely the limited state of students with mental retardation themselves.

From the results of research conducted by researchers at SLB Negeri Banjarnegara, there is relevance to previous research conducted by Lestari et al., (2022) regarding the obstacles experienced by teachers in teaching English vocabulary for children with mental retardation, namely the difficulty of teachers in learning vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In this chapter the researcher draw the conclusion of this research from the research finding and discussion. Based on the result findings and the research discussion, gathered by the researcher in SLB Negeri Banjarnegara, Then the following conclusions can be drawn:

1. **Strategies used by the teacher in teaching English Vocabulary for CSN of children with mental retardation at SLB Negeri Banjarnegara in the academic year 2023/2024**

   The researchers identified six strategies used by English teachers in vocabulary learning for children with mental retardation in SLB Negeri Banjarnegara in the academic year 2023/2024. The strategies range from using translation, games, making task, drilling, picture, song, and gesture.

2. **The problem faced by the teacher in teaching English Vocabulary for CSN of children with mental retardation at SLB Negeri Banjarnegara in the academic year 2023/2024**

   The findings of the problem faced by teacher in teaching English Vocabulary for CSN of children with mental retardation at SLB Negeri Banjarnegara in the academic year 2023/2024 are the difficulties of teachers in making lesson plans, delivering learning materials, inviting students to cooperate during learning, the absence of special teachers

who teach English subjects and the learning difficulties of children with mental retardation.

B. Suggestions

1. For Headmaster

It is expected to provide or bring in special educators to help deal with children with mental retardation, and add more teachers who are experts in handling children with mental retardation, especially for English teachers. Adding more learning support facilities for children with mental retardation.

2. For Teacher

The researcher hopes that teachers can apply more varied learning strategies. Because Children with mental retardation tend to get bored and bored faster so that in delivering the material, it is hoped that teachers can make the material as interesting as possible and more varied. Teachers can use teaching aids or learning media that are in accordance with the material delivered because it will better help students in understanding and remembering the subject matter delivered.

3. For Parents of Children with Mental Retardation

For parents, it is hoped that they can be more patient and continue to motivate children to be enthusiastic in learning and continue to provide the best learning facilities for children in order to help their development.

4. For Other Researcher

For other researchers, it is hoped that this research can be used as a reference for the same research and is also expected to develop further research results using more complete references so that it has a wider theory and range and depth using a wider sample and population.

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APPENDICES

APPENDIX I OBSERVATION RESULTS

A. Observation Field Note

1.   **First Observation Class**

Name of teacher : Mrs. Renita

Date/ Time   : Tuesday, 27th July 2022

Class   : 8C

Place   : SLB Negeri Banjarnegara

The researcher made observations on ninth grade C students at SLB Negeri Banjarnegara on Tuesday, 27th July 2023, the researcher came to class accompanied by Miss R as a homeroom teacher as well as an English teacher. After entering the classroom, the teacher invites the researcher to sit behind the students to observe the learning process. The teacher starts the lesson with greetings first then continues to pray and ask how students are doing using the song "Good morning what is the good news". After that, the teacher asked for today's date and continued by reviewing the lessons that had been carried out last week. English learning at this meeting learned about the names of numbers, namely about the names of numbers. The teacher writes the numbers 1 to 5 on the board and starts asking the names of the numbers to the students using Indonesian then asks the English of the numbers. While asking the teacher also at the same time tells English along with the pronunciation of the name of the number.

Some students seemed enthusiastic when answering questions from the teacher even though they needed to be informed in advance by the teacher. But

there are also students who can answer spontaneously without needing to be told. The number material given by the teacher at this meeting is numbers 1 to 10. After that, the teacher told the students to repeat it by pointing one by one students. After all the students have repeated, then the teacher tells the students to write down all the numbers in their respective notebooks. In the class there were 2 students who could not read and write, then the teacher helped by writing numbers with auxiliary lines in the notebooks of the two students and told to thicken them. The teacher teaches how to pronounce numbers in English correctly using games played on a laptop, and synchronized via mobile phones. The game is called 'Learn English". It can be seen that students seem easier to understand and interested when using these games.

The teacher then invites students to play puzzle numbers by saying the name of the fruit and counting the fruit after answering the number of fruits in English by clicking on the number provided. Puzzle numbers are exercises provided by the game. The teacher gives the opportunity for all students to try the game. When all the students have finished, the teacher repeats again the names of the numbers that have been learned by asking several students. Some have managed to answer, some need to be told. The teacher gives the students a lesson by matching the names of numbers and pictures on a piece of paper that has been prepared beforehand. The teacher gives an example of how to match the partners correctly then students start working. In addition, teachers also teach students to pronounce and memorize the names of English numbers using tones.

Towards the end of the lesson, the teacher reviews the material by mentioning the names of numbers in Indonesian and English, then appointing Shiva one by one to say the names of the designated numbers and English. At the end of the lesson, the teacher provides corrections to some mistakes made by students, especially in pronunciation and spelling. Then the teacher gives a conclusion about today's material and tells students to relearn the material that has been delivered at home and tell about the subjects that will be carried out after this**.**

2. **Second Observation Class**

Name of teacher : Mrs. Renita

Date/ Time   : Tuesday, 27ᵗʰ July 2022

Class   : 8C

Place   : SLB Negeri Banjarnegara

The researcher did the observation on Tuesday. 01th August 2023. The teacher opens the class by greeting students using the song "Good morning what's the good news" one by one. After that, the teacher asked about the subjects to be done today and today's calendar. Then the teacher reviews the material that has been learned in the past, namely about numbers, by asking one by one the numbers 1 to 9 in Indonesian and English. For today's learning, it also continues last week's material. The teacher had stopped the explanation for a moment because there were students who had just come to class and had a brief tantrum with their mother. The teacher helped calm the student down and escorted him to his seat. After that, the teacher resumed learning that had stopped earlier.

The teacher starts this material by using pictures drawn directly on the blackboard, then the teacher asks the students to count the number of pictures by pointing to the rest and telling them to come forward. After that, the teacher repeats the number of numbers written by mentioning the English.

After that, the teacher invites students to learn the names of numbers using the song "Lets count 1-10" which the teacher plays through a laptop. The teacher slowly teaches the lyrics of the song, then after the students begin to be

able to follow. The teacher invited her to sing it together. The students looked enthusiastic while singing together. After finishing singing, the teacher repeats the names of the numbers in English and again points to some students to repeat them.

After that, the teacher invited the students to play games, which they played last week, namely the educational game "Learn English". The teacher invites students to play counting numbers and guessing numbers, one by one. While guessing numbers, students are also invited to guess the pictures in the game, such as pictures of fruits and animals. Teachers also help students when students have difficulty guessing numbers by using finger gestures and asking other students.

After playing the game, the teacher again explained the name of the number with Indonesian and also English. After it is felt that the students have begun to understand and have memorized. The teacher gives practice questions that are distributed to each student to do. The teacher gave a question in the form of matching words as given last week. The teacher initially gave an explanation of how to answer the question after the students understood the instructions, the teacher began to tell students to do the question and collect it in the future when it was finished.

There were some students who still looked confused, then some asked friends, some asked teachers. The teacher helps answer by using finger gestures and mentioning the Indonesian language of the number.

After all the students have finished working, the teacher repeats the names of the numbers in English and their translations. After that, the teacher asks questions by pointing one by one students to repeat mentioning numbers in English assisted by using finger gestures, according to the numbers asked.

At the end of the study, the teacher reviews the material that has been explained and gives a homework in the form of stringing words from the names of the numbers that are being studied. The teacher ends the lesson by inviting students to take a break.

APPENDIX II INTERVIEW RESULTS

A. Interview Trancript

Date : Tuesday 01 August 2023

1. **Pada tingkat mana kemampuan siswa dalam memahami mata pelajaran bahasa inggris saat belajar?**

    Jawab : Kalau di urutan grahita itu ada 3 tingkatan, yaitu tinggi, sedang, rendah. Kalau anak saya masuk ke sedang. Pada kurikulum 2013, buku tunagrahita untuk kelas 3 materinya harusnya sudah 1-20, tapi karena disini siswanya tergolong sedang, jadi saya menurunkan capaiannya dari 1-10

2. **Apakah mengajar siswa tunagrahita memerlukan strategi pembelajaran yang berbeda dengan siswa pada umumnya?**

    Jawab : Tentu saja beda dari materi dan kurikulum nya berbeda, materinya sudah diturunkan sesuai dengan kemampuan anak. Kemudian untuk metode mengajarnya, kalau anak normal mungkin tidak perlu mengajarkan secara berulang-ulang dan terus menerus, kalau anak tunagrahita harus diajari berulang-ulang, pelajaran Minggu lalupun mereka tetap sudah lupa, dan kadang saya materi yang baru saja saya sampaikan mereka sudah lupa juga, jadi harus benar-benar diulang-ulang. Anak-anak tunagrahit lebih tertarik dengan media yang menggunakan laptop karena ada gambarnya.

3. **Apakah guru menggunakan strategi translation dalam pengajaran vocabulary?**

   Jawab : Ya kak, saya akan menyebutkan dulu bahasa Indonesia sis, misalnya seperti materi angka tadi. Saya akan menyebutkan angka-angka bahasa Indonesia terlebih dahulu, kemudian saya menerjemahkannya ke dalam bahasa Inggris, kadang-kadang saya juga menyebutkan bahasa Inggris terlebih dahulu dan kemudian bahasa Indonesia. Sehingga anak tidak bingung dan bisa memahami materi yang saya ajarkan

4. **Apakah guru menggunakan strategi games dalam pengajaran vocabulary?**

   Jawab : Ya kak, Siswa lebih tertarik untuk belajar bahasa Inggris jika diberi permainan seperti mba ini, mereka menjadi lebih semangat mengikuti pelajaran dan tentunya sedikit lebih mudah diingat juga. Saya juga memberikan permainan untuk menjadi tugas dan latian, sehingga materi lebih mudah diakses oleh anak-anak

5. **Apakah guru menggunakan strategi guessing from context dalam pengajaran vocabulary?**

   Jawab : Tidak mba, saya ggak pake itu. Saya tanya tapi Cuma sederana dan jawabnaya sudah pasti, kalo menbak skonteks siswa belum bisa

6. **Apakah guru menggunakan strategi making task dalam pengajaran vocabulary**

   Jawab : Biasanya saya memberikan tugas berupa soal-soal latihan setelah penjelasan materi selesai, untuk memperkuat materi yang telah diajarkan,

biasanya jika soal sesuai dengan kata-kata anak-anak bisa mengerjakannya sendiri, namun jika menyusun kata-kata masih sulit maka saya meminta siswa untuk mengajar orang tuanya di rumah**,** Seperti itu pekerjaan rumah begitu**.**

7. **Apakah guru menggunakan strategi making task dalam pengajaran vocabulary:**

Jawab **:** Tidak mba, untuk penggunaan kamus tidak saya pakai, anak-anak belum bisa kalau nyari makna dikamus, jadi saya lebih baik memberitahu langsung.

8. **Dari observasi tadi, saya melihat Ibu memakai gambar dalam mengajarkan kosakata bahasa inggris kepada siswa? apakah Ibu sering menggunakan gambar langsung sebagai salah satu strategy dalam pengajara vocabulary ?**

Jawab **:** Terkadang saya memberikan contoh dengan menggambar di papan tulis, seperti gambar apel atau garis, gambar sederhana begitu. Untuk membantu siswa mengingat, saya biasanya menunjuk siswa untuk maju satu persatu, untuk menghitung jumlah gambar yang saya gambarin gitu

9. **Untuk penggunaan lagu itu, tujuanya untuk apa ya bu?**

Jawab **:** Selain permainan, siswa juga belajar sekali sambil bernyanyi, biasanya saya akan mengajak siswa bernyanyi di tengah pembelajaran seperti sebelumnya, hal ini bertujuan agar siswa tidak bosan, setelah merasa siswa mengalami mulai baik kembali konsentrasinya, saya lanjutkan saja materinya

10. **Strategi apa yang paling disukai siswa dalam pembelajaran kosakata?**

Jawab : Dengan permainan, dikasih game, dengan menggunakan laptop, anak-anak lebih tertarik dan menyukai strategi tersebut.

11. **Lalu, strategi apakah yang biasanya sering ibu gunakan dalam mengajar bahasa Inggris pada anak tungarhita ?**

Jawab **:** Startegi yang biasanya saya pakai itu dengan berulang-ulang Jadi seperti ini, mungkin dalam pembelajaran anak normal tidak perlu diulang-ulang namun pada anak dengan keterbelakangan mental sangat perlu penyampaian materi secara berulang-ulang, karena mudah lupa. Baru diajarkan juga sudah lupa sehingga perlu terus mengulang materi, biasanya untuk satu materi bisa 1 sampai 3 pertemuan Siss, selain strategi yang saya sebutkan tadi, saya juga menggunakan gestur jari sambil mengucapkan nama angka baik saat menyebutkan angka dalam bahasa Inggris atau Indonesia, terkadang kepada siswa mincing saat saya menyuruh mereka menebak angka**.**

12. **Bagaimana ibu menanggapi siswa saat menemukan kesulitan dalam pembelajaran kosakata?**

Jawab **:** Biasanya anak-anak saya bantu, walaupun pembelajarannya secara klasikal dengan menunjukkan satu-satu, nanti jika ada anak yang salah mengucapkan vocabenya nanti langsung saya bantu**.**

13. **Apakah guru kesulitan dalam membuat RPP bahasa Inggris ?**

Jawab : Lumayan mba, Untuk lesson plan bahasa Inggris belum ada, tetapi untuk lesson plan pelajaran tematik lain ada, Sebenarnya tahun kemarin saya sudah buat untuk yang kelas 8, tapi karna ada rolingan jadi untuk yang kelas 9

ini saya belum buat lagi mba, soalnya ya itu ada Ketidaksesuaian capaian pembelajaran yang ada dikurikulum dengan kondisi siswa, jadi guru perlu memodifikasi kurikulum lagi dan mencari sendiri materi apa saja yang sesuai dengan kemampuan siswa, sebenarnya ada buku bahasa inggris yang untuk anak tunagrahita dari kurikulum tapi ya itu harus diturunkan lagi grade nya perlu modifikasi materi dari kurikulum untuk disesuaikan dengan kondisi anak jadi lumayan susah dan ribet"

14. **Apakah guru kesulitan dalam menyampaikan materi kepada siswa ?**

Jawab: Dalam menyampaikan materi, saya lumayan kesulitan Sis, karna ya itu kemampuan anak yang sangat beragam sekali. Di kelas ini masih ada 3 siswa yang belum bisa menulis dan membaca dan terkadang berbicara juga tidak terlalu jelas, Jadi saya harus dengan perlahan dan berulang-ulang dalam menyampaikan materi, disamping itu alat peraga yang disediakan sekolah masih kurang memadai, kan anak-anak seperti mereka tidak cukup jika hanya diterangkan lewat lisan harus dicontohkan secara nyata agar lebih mudah diingat begitu

15. **Apakah guru kesulitan dalam memilih metode yang cocok untuk siswa?**

Jawab : Sejauh ini mba, saya juga masih kebingungan dalam menemukan strategi yang cocok dan efektif untuk siswa. Karna mereka ingatanya pendek jadi pelajaran harus disampaikan dengan berulang-ulang dan semua pelajaran harus disampaikan secara sederhana, kalo misal di sekolah biasa dalam pembelajaran bahasa Inggris itu kan 60% memakai bahasa Inggris, nah kalo

untuk children with mental retardation itu kita tekankan bahasa Inggrisnya yang mau disampaikan saja, misal one satu begitu

16. **Apakah guru kesulitan dalam mengajak anak bekerjasama?**

Jawab :Kalo untuk pembelajaran sebenarnya mereka lumayan bisa mengikuti Sis, ketika saya ajak bermain game atau menyanyi juga lumayan bisa, kecuali 3 siswa tadi, yang 1 memang sangat susah diajak bekerjama sama semisal seperti tadi bermain games, karna anaknya gampang sekali tantrum, jadi saya sesuaikan dengan kemauanya sja. Untuk yang 2 siswa lagi, mereka lumayan bisa mengikuti tapi harus di tuntun karna tidak bisa kalo sendiri. Seperti tadi, ketika saya suruh menulis 2 anak tadi hanya diam, dan tidak merespon harus saya bantu dulu

17. **Kira-kira apa saja nggih bu kesulitan yang ibu hadapi dalam pembelajaran kosakata bahasa Inggris pada anak tungarahita selain yang saya tanyakan tadi?**

Jawab **:** Untuk pengajaran bahasa Inggris sendiri saya masih kesulitan, karna saya memang bukan basic nya bahasa Inggris ya jadi saya mengjar dengan sebisa saya, Jadi Di SLB ini itu belum ada guru khusus untuk pengampu mapel Bahasa Inggris. Disini untuk yang mengajar bahasa Inggris itu walikelas nya mba, jadi semua mata pelajaran dipegang sama walikelas kecuali PAI sama PJOK, jadi kami mengajar bahasa Inggris sesuai kemampuan kita seadanya.

18. **Kalo dari faktor siswanya sendiri bagaimana ibu?**

Jawab **:** Karna namanya anak tunagrahita ya kemampuanya jelas berbeda dengan anak pada umumnya ya mba, IQ mereka di bawah rata-rata anak

umumnya juga. Jadi mereka gampang sekali lupa dengan materi yang disampaikan, mereka juga mudah bosan dan jenuh terkadang mereka jadi mengganggu teman temanya sendiri. Terkadang mereka juga acuh saat pembelajaran. Terus juga setiap hari ada siswa yang terlambat masuk kelas.

19. **Menurut Ibu, setalah mencoba berbagai startagi, strategi apa yang paling efektif digunakan dalam pembelajaran kosakata bahasa inggris?**

    Jawab : Sebenarnya saya belum menemukan strategi yang benar-benar tepat mba, tapi sejauh ini strategi berulang-ulang yang bisa membantu pembelajaran saya mba. Tapi untuk keefektifan sebenarnya juga masih terbilang kurang.

20. **Untuk penilaian siswa bagaimana ibu?**

    Jawab **:** Saya menggunakan 2 penilaian mba, lisan dan tulisan, yang lisan dari pengucapan vocabenya, kalau yang tulisan biasanya dari hasil pekerjaan mereka, walaupun masih dengan bantuan saya mba.

APPENDIX III LIST OF STUDENTS 9C

No	NIS	NAME
1.	127/C	Nazif Julio Akmal
2.	145/C	Abdul Hafidz Arrafi
3.	167/C	Najwaa Saahirah Zahra
4.	169/C	Asmia Dewisri Wulandari
5.	184/C	Salwa Najla Azahra
6.	201/C	Aisyah Nur Hidayah
7.	313/C	Dwi Nabila Putri
8.	354/C	Najwa Dila Wijaya
9.	398/C	Hanif Riyan Hidayat

APPENDIX IV LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SLB Negeri Banjarnegara

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : IX / 1 (satu)

Materi Pokok   **:** Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

Skill   **:** Listening

Alokasi Waktu   **:** 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	- Menirukan model ungkapan-ungkapan tentang nama hari, nama waktu dalam hari, dan waktu dalam bentuk angka.
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Menggunakan kalimat tanya yang tepat sesuai dengan konteksnya tentang nama hari, bulan, nama waktu dalam hari, dan waktu dalam bentuk angka.

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melalui contoh, peserta didik dapat memahami teks nama hari, nama waktu dalam hari, waktu dalam bentuk angka ke dalam tulisan bahasa Inggris.
2. Melalui contoh, peserta didik dapat mengungkapan, menyebutkan dan menanyakan nama hari, nama waktu dalam hari, waktu dalam bentuk angka ke dalam praktik berbicara bahasa Inggris.

B. Materi Pembelajaran

a. Fungsi Sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

b. Struktur teks :
- What days is it?
- It's Monday.

c. Unsur kebahasaan
- Kosa kata : Kata terkait hari, bulan, waktu dalam hari, dan waktu dalam bentuk angka.
- Kata kerja dalam simple present tense: be, have.
- Kata tanya What, When.
- Ordinal number
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

d. Topik

Days and numbers 1-20

C. Metode Pembelajaran

Metode Ilmiah (Scientific Approach)

D. Media, Alat, dan Sumber Pembelajaran

1. Media   : Laptop, LCD, worksheets
2. Alat   : Spidol, speaker
3. Sumber Materi   :
   a. When English Rings a Bell, Bahasa Inggris SMP / MTs kelas 7. 2014. Hal. 25-40.
   b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat.

c. Sumber dari internet, seperti:

- http: // youtube.com /
- https: // en.islcollective.com /
- http: // www.slideshare.net /

E. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan Inti (60 menit)

	SISWA	GURU
	Mengamati (Observing)	
1.	Mengamati nama-nama bulan dalam bahasa Inggris pada buku teks	Guru meminta siswa untuk mendengarkan dan menirukan ucapan guru tentang nama-nama hari dalam bahasa Inggris
2.	Mengamati penjelasan mengenai perbedaan cardinal dan ordinal number serta contohnya	Menjelaskan mengenai ordinal number dan contoh penggunaannya.

Menanyakan (Questioning)		
3.	Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin tahu.	Merespon dan menjawab pertanyaan siswa tentang hal-hal yang ingin diketahui. Menjelaskan tentang urutan hari yang ada dalam tayangan.
5.	Mengajukan pertanyaan nama-nama bulan dengan bantuan kata «after», «before».	Menjelaskan memberi kesempatan kepada siswa lain untuk mencoba menjawab atau merespon pertanyaan tersebut. Kemudian membantu menjawab pertanyaan siswa.
6.	Mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.	Menjelaskan tentang cara mengucapkan angka dalam bentuk bilangan urutan / ordinal number.
Mencoba (Experimenting)		
7.	Mengidentifikasi fungsi dan jenis kata yang berhubungan dengan angka ordinal number	Meminta siswa mengidentifikasi fungsi dan jenis angka dalam ordinal number
8.	Mengidentifikasi struktur kalimat yang terdapat dalam teks	Meminta siswa mengidentifikasi struktur kalimat.

	dengan cara sederhana.	
Menalar (Associating)		
9.	Peserta didik membentuk kelompok (4 orang)	Mengelompokkan siswa menjadi beberapa kelompok.
10.	Setiap kelompok menerima worksheet 1.	Membagikan worksheet 1 kepada setiap kelompok serta menjelaskan cara mengerjakannya.
11.	Setiap kelompok mendengarkan audio yang berisi sebuah lirik mengandung nama bulan dalam bahasa inggris kemudian menuliskan jawabannya pada masing-masing nomor.	Memperdengarkan audio berisi lagu yang lirik nya mengandung nama hari dalam bahasa Inggris. Audio di perdengarkan 3 kali.
Mengkomunikasikan (Networking)		
12.	Setiap anggota kelompok bergantian menyebutkan jawaban dari worksheet 1.	Meminta siswa untuk menyebutkan nama-nama hari dari masing-masing soal.

Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.

- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

F. Penilaian Hasil Belajar

1. Penilaian Sikap

No.	Nama Siswa	Jujur				Disiplin				Percaya Diri			
1.													
2.													
3.													

1: Belum Tampak

2: Mulai Tampak

3: Mulai Berkembang

4: Mulai Konsisten

2. Pengetahuan

Teknik Penilaian   : Tes tulis

Bentuk Instrumen   : Soal mengisi nama-nama hari, menjodohkan bilangan dengan lambing bilangan

Indikator	Butir Instrumen
Mengidentifikasi nama-nama hari dalam bahasa Inggris	Task 1 (terlampir)
Menjodohkan bilangan dan lambing bilangan dalam bahasa inggris	Task 2 (terlampir)

Pedoman penilaian : Setiap jawaban benar diberi skor 1

Banjarnegara,   Juli 2023

Mengetahui,

Kepala SLB N Banjarnegara   Guru Kelas

Atut Yuliarni, S.Pd   Renita, S.Pd
NIP. 19650512 198903 2 018   NIP. 19940627 202012 2 010

Lampiran

Task 1. Listen to these extracts and complete with names of days. Do it with your partner.

1. Senin (……………………………)

2. Selasa (……………………………)

3. Rabu (……………………………)

4. Kamis (……………………………)

5. Jumat (……………………………)

6. Sabtu (……………………………)

7. Minggu (……………………………)

Lampiran Task 2

Interactive Worksheet

Name   : ....
Grade   : ....
Subject : English
Topic   : Numbers

A. Drag and Drop!

2   5   8   3   9

[   ] [   ] [   ] [   ] [   ]

[Eight] [Two] [Nine] [Five] [Three]

APPENDIX V STATEMENT LETTER

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH LUAR BIASA NEGERI BANJARNEGARA
Jalan Raya Kenteng, Kel. Rejasa, Kec. Madukara, Banjarnegara ✉ 53482
☎ (0286)593408; E-mail : slbnegeri@gmail.com

SURAT KETERANGAN
N0: 421.8/228/2023

Yang bertanda tangan di bawah ini :

Nama	: **ATUT YULIARNI, S.Pd**
NIP	: 19650512 198903 2 018
Jabatan	: Kepala SLBN Banjarnegara
Alamat	: Jalan Raya Kenteng, Mijahan – Rejasa, Madukara, Banjarnegara

Menyatakan bahwa nama Mahasiswa yang tercantum dibawah ini :

Nama	: **Istinganah Ikhlasul Amaliah**
NIM	: 196121246
Semester	: 9
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Alamat	: Majalengka RT 03 RW 07, Kec. Bawang, Kab Banjarnegara

Adalah Mahasiswa Universitas Islam Negreri Raden Mas Said Surakarta dan yang bersangkutan benat-benar telah melakukan **Penelitian** di SLB Negeri Banjarnegara pada tanggal 27 Juli 2023 s.d 01 Agustus 2023 dengan Judul Penelitian "Teacher Strategies in Teaching English Vocabulary For Student With Special Needs of Mental Retardation in SLB N Banjarnegara in Academic Year of 2022/2023".

Demikian Surat Pernyataan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Banjarnegara, 6 Desember 2023
Kepala SLBN Banjarnegara

ATUT YULIARNI, S.Pd
NIP. 19650512 198903 2 018

CS Dipindai dengan CamScanner
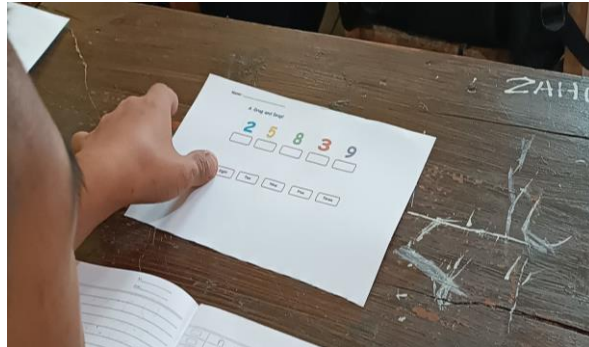
APPENDIX VI DOCUMENTATION

**Teacher using translation strategy in teaching
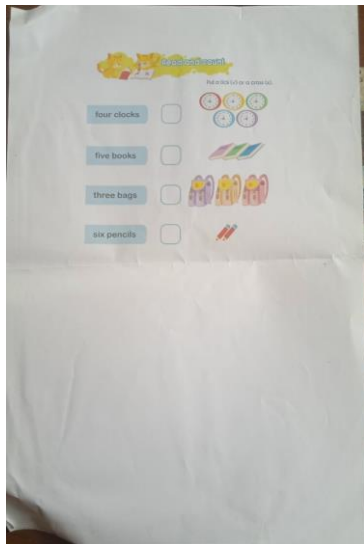English vocabulary**

**Teacher using number guessing games in teaching
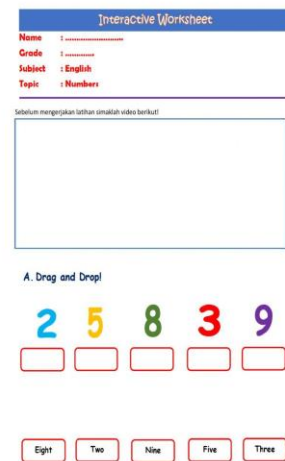English vocabulary**

**Teacher using number counting games in teaching
English vocabulary**

Teacher using number matching games in teaching English vocabulary

Teacher using practice counting numbers in teaching English vocabulary

Teacher using practice matching numbers in teaching English vocabulary

Teacher using drilling strategy in teaching English vocabulary

Teacher using picture strategy in teaching English vocabulary

Teacher using sing a song strategy in teaching English vocabulary

Teacher using gesture strategy in teaching English vocabulary

Number counting game

CURRICULUM VITAE

Name   : Istinganah Ikhlasul Amaliah

NIM   : 196121246

Date of Birth   : August 24th, 2002

Address   : Sabrang RT 03/RW 07, Kelurahan Majalengka, Kec.

                          Bawang, Kab. Banjarnegara, Prov. Jawa Tengah

Nasionality   : Indonesian

Marriage Status   : Single

Education Background :

A. Formal Education

   1. 2007-2013   : MI Alfattah Majalengka

   2. 2013-2016   : MTS Negeri 1 Banjarnegara

   3. 2016-2019   : MA Negeri 1 Banjarnegara

   4. S-1 English Language Education of Faculty Language and

B. Informal Education

   1. Pondok Pesantren Al-fattah Kartasura, Sukoharjo