

**INCREASING THE MENTALLY RETARDED
STUDENTS' VOCABULARY MASTERY BY USING
SCAFFOLDING METHOD
(A Classroom Action Research with Seventh the Graders of SLBN
Jepara in the Academic Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor of English Language Education



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**(A Classroom Action Research with Seventh the Graders of SLB
N Jepara in the Academic Year of 2014/2015)**

is definitely my work. I am completely responsible for the content of this thesis. Other researchers opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

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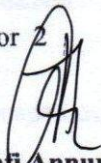
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ABSTRACT

Title : Increasing The Mentally Retarded Students' Vocabulary Mastery By Using Scaffolding Method (A Classroom Action Research with Seventh the Graders of SLB N Jepara in the Academic Year of 2014/2015)
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This study is aimed to describe the increase of the mentally retarded students vocabulary mastery by using Scaffolding method with seventh the graders of SLB N Jepara in the academic year of 2014/2015 and to know how effective the implementation of using scaffolding method to increase the mentally retarded students vocabulary mastery is. The design of this study is classroom action research that was conducted in three steps (pre-cycle, cycle I and Cycle II) with four activities in cycle I and cycle II, they are planning, acting, observing, reflecting.

The result of this study showed that using Scaffolding method can increase the mentally retarded students vocabulary mastery. This is proved by students skill test that increased in every cycle. In the pre cycle, the average of students score was 53, it meant fair. And the observation result of students activeness was 48%, it also meant fair. In the first cycle, the average of students test got 73, whereas the observation of students activeness score got 72%. Based on the result of first cycle, it showed good. And in the second cycle students test got 87, and the observation of students activeness score got 76%, it meant excellent. Teaching learning process ran well. There were some significant improvement from pre cycle, first cycle, and second cycle. There was increase in every cycle after using Scaffolding method. Thus, it can be concluded that the used of Scaffolding method in teaching vocabulary mastery was increase and effective for mentally retarded students.

MOTTO AND DEDICATION

If you cannot do a good deed to others with your wealth, please give them a good deed with your sparkling face and a good moral.
(Prophet Muhammad SAW.)¹

This thesis is dedicated to:

- My beloved father and mother (Bapak Muh Tohir and Ibu Noor Saidah)
- My beloved brother (M. Khoirul Wafda) and my special little sister (Rizqiya Salsa Febriyanti)

¹ <http://meetabied.wordpress.com/2010/01/06/123-kata-mutiara-motivasi-hidup/> accessed on June 27th 2015.

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Bismillahirrahmanirrahim

First and foremost I wish to take the opportunity to express my greatest gratitude to ALLAH SWT, for the blessing, strength, health and inspiration until this thesis entitled “Increasing the Mentally Retarded Students Vocabulary Mastery by Using scaffolding Method (A Classroom Action Research with Seventh the Graders of SLB N Jepara in the Academic Year of 2014/2015)” can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

The researcher realizes that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them, especially to:

1. Dr. H. Darmu'in M.Ag as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih, M.A. as the Head of English Department.
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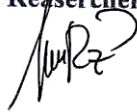
4. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and guidance during the years of my study.
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6. All of my family members who always give to me their love, prayer, support, and contribution. So, I could finish conducting this thesis.
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8. All of my classmates in TBI A 2011 wish you all the best and may Allah always bless us.

The researcher realizes that this thesis is still far from perfection, therefore the researcher will happily accept corrections, comments, and criticism in order to make it better.

Finally, I hope that this research will be useful for the readers.
Amin.

Semarang, June 30th 2015

The Researcher,

A handwritten signature in black ink, appearing to be 'Raikhatus Zahroh', written over the printed name.

Raikhatus Zahroh

NIM. 113411093

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are about billion people in the world today learn English as a foreign language. English is an international language as means of international communication among nation in the world. International English is a phenomenon that deals with the English language being spoken on a global scale. International English will come in a wide variety of dialects, and it is moving in the direction of a standard that must be used in countries around the globe. Therefore, to consider the important role of English, the Indonesian government positions English as the first foreign language.

We have seen that there is a lot to be learnt about a word and that children's capacities for learning change as they get older. So the learning of words is a process that continues, but that change in nature as it continues.¹ According to Sutiono "words are the basic unit of language form. Without a sufficient, we cannot communicate effectively or express idea."² English becomes an important subject that must be mastered by the students because it

¹ Cameron, Lynne, *"Teaching Language to Young Learners"*, (United Kingdom: Cambridge University Press, 2001), p. 84.

² Sutiono, Cayandrawati, *"Contextual Clues: A Strategy in Improving Vocabulary"*, (Banjarmasin: Universitas Lambung Mangkurat, 2005), p. 144.

can help them face globalization era. Moreover, English as international language is spoken by almost all people in the world as a tool for communication.

There are some factors that must be mastered by the students in English learning such as language skills and language components. One of the most important language components that must be mastered by the students in learning English is vocabulary. Nothing can be conveyed clearly without it. Therefore, it is very important for English teachers to enrich students vocabulary. According to Linse and Nunan stated, "Vocabulary is the collection of words that an individual knows." It means that language consists of words which have meaning and form.³ Hatch and Brown state that vocabulary is the foundation to build language which plays a fundamental role in communication. It means that vocabulary is the first priority in learning English.⁴

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.⁵ When we just learn about grammar without learning vocabulary, we cannot express anything.

³ Linse, T. Caroline & David Nunan, "*Practical English Language Teaching Young Learners*", (New York: McGraw Hill, 2006), p. 121.

⁴ Hatch, Evelyn and Cheryl Brown, "*Vocabulary, Semantics, and Language Education*", (New York: Cambridge University Press, 1992), p. 1.

⁵ Thornburry, Scott, "*How to Teach Vocabulary*", (Malaysia: Longman, 2002), p. 13.

The linguist David Wilkins sum up the importance of vocabulary learning in book of Thornburry; he advise to students from a recent course book (Dellar H and Hocking D, Innovations, LTP) as follows: “if you spend most of your time studying grammar, your english will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”⁶

The need to learn vocabulary has been viewed differently in different language teaching methods. The fashionable method contributed to the decision as to how to place vocabulary teaching in the overall program of language teaching. In the indonesian context, the place of vocabulary teaching has also undergone changing depending on the existing curriculum. Nevertheless, considering the context, vocabulary appears to be the the most significant element in the sense that good handling of vocabulary is likely to lead to solution of ELT problems. Strategies of English teaching and learning should be geared toward vocabulary acquisition.

⁶ Thornburry, Scott, “*How to Teach ...*”, p. 13.

Every human being has been created by God in the form of the most perfect creature in terms of shape and appearance. Allah stated in The Qur'an surah At-Tin verse 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ (٤)

Meaning: “We have created man in the best mould”.⁷

Word (قوام) *taqwim* translated as “make something has” (تقويم)

qiwam, that is the phsysical form which appropriate with its function. Ar-Raghib al-Ashfahani, an expert of al-Qur'an, looking at the word *taqwim* as a sign of human privileges than animals, that is intelligence, understanding and physical form of the upright and straight. So, the phrase *ahsan taqwim* means a form of phsysical and psychological as well as possible, cause the human can carry out their functions as best as possible.⁸

Every human being born on the earth is the best thing in the hundreds millions of other competitors who will be born into the earth . But in the perfection that there must be something different. The differences is about the intelligence, understanding and physical form of the human.

All of students have different ways, abilities and limitations in learning. Considering the differences, there are students who

⁷ Khan, Muhammad Zafrulla, “*The Quran*”, (London: Curzon Press, 1981), p. 624.

⁸ Shihab, M. Quraish, “*Tafsir Al-Misbah*”, (Jakarta: Lentera Hati, 2002), p. 436.

have genius, normal intelligence and abnormal intelligence. Abnormal students or usually called exceptional students are the students who have learning disability and require special education to reach their potency. Moreover, they are students who are different from the average or normal students in mental characteristic, sensory abilities, communication abilities, social behavior, or physical characteristics.⁹

One of the exceptional children who differs from the average or normal children in mental characteristic is mental retardation. Teaching English, especially teaching vocabulary for mentally retarded students are not the same as teaching vocabulary for normal students. In fact, most of teachers who teach vocabulary to mentally retarded students use the same method as for normal students that is they show some pictures and mention their names, while the students follow what the teacher says. Eventually, the students can pronounce the words, but without reinforcement it is difficult for them to remember and write the words correctly.

When the normal students have some obstacles in learning English, they will tend to be easier to solve their problem than mentally retarded students because normal students can learn English by themselves or share with others. The mentally retarded students find it easy to forget vocabulary and need more efforts to understand or at least remember the words because of their

⁹ Kirk, Samuel A. and James J. Gallagher, “*Educating Exceptional Children*”, (Boston: Houghton Mifflin, 1986), p. 5.

limitedness. Therefore, the teacher should apply different ways and methods in conveying and transferring the language, especially to enrich mentally retarded students vocabulary.

In learning vocabulary the mentally retarded students need more efforts than normal students to help them remember the words. According to Carter and Nunan mentioned, “A definition of learning a word depends crucially on what we mean by a word, but it also depends crucially on how a word is remembered, over what period of time, and in what circumstances it can be recalled and whether learning a word also means that it is always retained”.¹⁰ It means that in learning vocabulary the students need not only to learn a lot of words, but also to remember them. Moreover, teaching vocabulary to the mentally retarded students is not the same as teaching vocabulary to normal students.

The teacher should apply a suitable method in teaching vocabulary to the mentally retarded students. As mentioned by Nationas quoted by Linse, ‘Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.’¹¹ Brown also stated, “Teaching is guiding and facilitating learning,

¹⁰ Carter, Ronald & David Nunan, “*The Cambridge Guide to Teaching English to Speakers of Other Languages*”, (Cambridge: Cambridge University Press, 2001), p. 42.

¹¹ Linse, T. Caroline & David Nunan, “*Practical English ...*”, p. 122.

enabling the learner to learn, setting the conditions for learning.”¹² It means that the teacher is a facilitator for learning. She should use useful words and different strategies in teaching vocabularies, in order to make the students interested in learning vocabularies.

One of the methods that can be used by the teacher is scaffolding method. Scaffolding instruction as a teaching strategy originates from Lev Vygotsky’s sociocultural theory and his concept of the *zone of proximal development* (ZPD). “The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance”.¹³ According to Vygotsky the child is an active learner in a world full of other people. Those people play important roles in helping children to learn, bringing objects and ideas to their attention. The ability to learn through instruction and mediation is characteristic of human intelligence. With the help of adults, children can do and understand much more than they can on their own.¹⁴ It means that the child can be helped by adult to achieve the competent assistance.

By conducting observation and interview, the researcher found some psychological barriers from the students. The students in SLB N Jepara especially in the seventh grade students of

¹² Brown, H. Douglas, “*Principles of Language Learning and Teaching*”, (White Plains: Pearson Education, 2000), p. 7.

¹³ Raymond, E., “*Learners with Mild Disabilities*”, (Needham Heights, MA: Allyn & Bacon, A Pearson Education Company, 2000), p. 176.

¹⁴ Cameron, Lynne, “*Teaching Language ...*”, p. 6.

SMPLB-C (*mentally retarded student*) have problems in understanding the vocabulary especially to remember and define every words. They can not understand English well, although they were taught the easiest material, they will be quickly forgotten. It takes long time for mental retardation students to master the material. So, the appropriate method in teaching learning English is needed to make the mentally retarded students understand well.

Based on the problem above, researcher is challenged to identify how effective when scaffolding method is implemented in vocabulary mastery of the mentally retarded student. It is indicated by increasing their scores based on the standard competence and based competence used on the school. The researcher was sure that by doing this action research the problems are able to be solved.

B. Reasons for Choosing the Topic

In this study, the researcher only focuses on the study on the use of Scaffolding method for teaching vocabulary about foods and beverages name. The reasons for choosing the topic are as follows:

1. Vocabulary is central to language and of critical importance to the typical language learner. Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. So, vocabulary plays a dominant role in learning and

understanding a language as well as in communication situations.

2. Scaffolding is a kind of strategy that can be used for foreign language classrooms. If we hold on Permendikbud No. 65/2013 Standard about the learning process, in which hinting about the importance of applying the learning approach based on student, then teacher mastery of Scaffolding Learning seems to be important so that students can develop his/her potential optimally. This method can encourage students to become independent, self regulating learners and a problem solvers.

C. Question of the Study

This research is aimed to find the answer to the following research questions:

1. How is the implementation of Scaffolding method to increase the mentally retarded students vocabulary mastery with seventh the graders of SLB N Jepara in the academic year of 2014/2015?
2. How effective is the implementation of using scaffolding method to increase the mentally retarded students vocabulary mastery with seventh the graders of SLB N Jepara in the academic year of 2014/2015?

D. Objectives of the Study

Based on the formulated of the problems above, the main objective of this study can be stated as follows:

1. To describe the implementation of Scaffolding method in increasing the mentally retarded students vocabulary mastery with seventh the graders of SLB N jepara in the academic year of 2014/2015.
2. To identify how effective when scaffolding method is implemented in vocabulary mastery of the mentally retarded student with seventh the graders of SLB N jepara in the academic year of 2014/2015.

E. Definition of Key Terms

There are some key terms of this study, as follows:

1. Vocabulary

There are some factors that must be mastered by the students in English learning such as language skills and language components. One of the most important language components that must be mastered by the students in learning English is vocabulary. Nothing can be conveyed clearly without it. Therefore, it is very important for English teachers to increase students vocabulary.

There are some definitions of vocabulary:

- a. According to Hatch and Brown the term vocabulary refers to “a list or set of words for particular language or a list of words that individual speakers of language use”.¹⁵
 - b. Hornby state that “vocabulary as the total number of word which make up of language, it is clear that vocabulary is very important in foreign language acquisition”.¹⁶
2. The Mentally Retarded Student

All of students have different ways, there are students who have genius, normal intelligence and abnormal intelligence. One of the exceptional children who differs from the average or normal children in mental characteristic is mental retardation. Children with mental retardation may have particular problems in learning new vocabulary problems that are not explained by their lower mental age.

According American Association on Mental Retardation (AAMR) in Delphies book “Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas:

¹⁵ Hatch, Evelyn and Cheryl Brown, “*Vocabulary, Semantic ...*”, p. 1.

¹⁶ Hornby, A. S. “*Oxford Advanced Learner’s Dictionary*”, (London: Longman, 1995), p.

communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work.¹⁷

3. Scaffolding Method

In the classroom, teachers are responsible for structuring the interaction and developing instruction in small steps that are based on assignments where students are required to do activities independently. The teaching strategies known as scaffolding method. The term scaffolding can have more than one meaning regarding the teaching and learning processes.

- a. According to Hammond and Gibbons as quoted by Britta Wicklund, scaffolding is the temporary support that teachers provide learners as they expand their knowledge and gain new skills.¹⁸
- b. According to Bruner as quoted by B andi Delphie, scaffolding means talk that supports a child in carrying out an activity, as a kind of verbal version of the five-tuned help.¹⁹

¹⁷ Delphie, Bandi, *“Pembelajaran Anak Berkebutuhan Khusus Dalam Setting Pendidikan Inklusi”*, (Sleman: PT Intan Sejati Klaten, 2009), p. 67.

¹⁸ Wicklund, Britta, *“Using Scaffolding To Teach Phonological/Phonemic Awareness Skills to English Language Learners”*, Dissertation (Saint Paul, Minnesota: Hamline University, 2004), p. 43.

¹⁹ Cameron, Lynne, *“Teaching Language ...”*, p. 8.

F. Scope of the Study

The researcher conducts this research study in one classroom only. This research will be conducted with Seventh the Graders of SLB N Jepara in the Academic Year of 2014/2015. This research described increasing the mentally retarded students vocabulary mastery by using scaffolding method.

G. Pedagogical Significance of the Study

There are some significances of this study as follows:

1. For the Students

The result of this study might help the students to increase vocabulary mastery by using scaffolding method. Therefore, they will have more understanding about it. They know the importance of vocabulary and elaborate the meaning. Moreover, they can identify and anticipate their difficulties of vocabulary learning.

2. For the teacher

The teacher could use scaffolding method in teaching learning process to motivate the students, and it made teaching learning process easier. These enable them to understand the core of teaching English vocabulary, know factors that cause the difficulties in learning vocabulary and determine appropriate steps to overcome the problems.

3. For the headmaster

The headmaster can make right decision for supporting the teaching and learning process especially the teaching of English in order to get better output.

4. For the researcher

The researcher will get the advantages by having the knowledge to increase students understanding on vocabulary especially for the mentally retarded student. It would be very important when the researcher become teacher after finishing the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.¹ There are many definition of vocabulary proposed by some expert. It is very important for one to know what vocabulary is before discussing vocabulary mastery.

According to Websters Ninth collegiate dictionary, vocabulary is:²

- 1) A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- 2) A sum or stock of words employed by a language group individual or a work or in a field of knowledge.
- 3) A list or collection of terms or codes available for use.

¹ Richards and Renandya, "*Methodology in Language Teaching*", (Cambridge: Cambridge University Press), 2002, P.255.

² Merriem, "*Webster's Ninth Collegiate Dictionary*", (New York: Merriem Webster's Inc, 1978), P.1320.

While, according to Hatch and Brown the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use.³ The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French.⁴

J. Charles Alderson and Lyle F. Bachman say, “Vocabulary is a set of lexemes including single words, compound words and idioms”.⁵ Vocabulary is one of the language subs kills. Words are sign or symbol for ideas. The more words are learn, the more ideas he or she should have so that she or he can communicate the ideas effectively.⁶

Vocabulary contains words. Hornby state that vocabulary as the total number of word which make up of language, it is clear that vocabulary is very important in

³ Hatch, Evelyn and Cheryl Brown, “*Vocabulary, Semantics ...*”, p. 1.

⁴ Allen F., Virginia, “*Technique in Teaching Vocabulary*”, (Oxford: Oxford University Press, 1983), p. 4.

⁵ Alderson, J. Charles and F. Bachman Lyle, “*Assessing Vocabulary*”, (New York: Cambridge University Press, 2000), p. 45.

⁶ Napa, PA, “*Vocabulary Development Skills*”, (Yogyakarta: Kanisius, 1991), p. 6.

foreign language acquisition.⁷ Vocabulary also expresses what people are going to say, starting with simple definition according to Linse “she says that, vocabulary is the collection words that an individual knows”.⁸

From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. All of the statement about vocabulary is important in learning English.

b. Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. The meaning mastery is: 1) great skill or knowledge, 2) control or power.⁹

Swannel defines mastery as comprehensive knowledge or use of a subject or instrument.¹⁰ Meanwhile Hornby state that mastery as skill or thorough knowledge.¹¹ From these definitions, it comes to the

⁷ Hornby, A. S. “*Oxford Advanced ...*”, p.959.

⁸ Linse, T. Caroline & David Nunan, “*Practical English ...*”, p. 121.

⁹ Bull, Victoria, “*Oxford Learner’s Pocket Dictionary*”, (New York: Oxford University Press, 2011), p. 271.

¹⁰ Swannel, Julia, “*The Oxford Modern English Dictionary*”, (Oxford: Clarendon Press, 1992), p. 656.

¹¹ Hornby, A. S. “*Oxford Advanced ...*”, p. 777.

conclusion that mastery means the competency to understanding and apply something learnt by someone.

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when student are motivated to learn the basic words.¹² Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty state “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge.” Receptive knowledge is words that the learners recognize and understand when they occur in a content. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.¹³ Further, Madsen states the purpose of vocabulary test is to measure the comprehension and

¹² Lewis, Michael and Jamie Hill, “*Practical Techniques for Language Teaching*”, (London: Commercial Colour Press, 1997), p. 12.

¹³ Schmitt, Nobert and Michael Mc Charty, “*Vocabulary: Description Acquisition and Pedagogy*”, (United Kingdom: Cambridge University Press, 1997), p. 362.

production of words used in speaking or writing.¹⁴ It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

From the definition above, it can be conclude that vocabulary mastery is the students ability to understand the meaning of words by using the context and to use effectively words to express their ideas in communication. Ones who master enough vocabulary will face fewer difficulties than those who have less vocabulary. More about, if the students just have less vocabulary they will be unable to understand more about English. In addition, if the learners have a less vocabulary, they cannot really understand facts or ideas that the learners have met.

Larger vocabulary the students have can help them in many ways; students reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

¹⁴ Madsen, Harold S., "*Technique in Testing*", (New York: Oxford University Press, USA, 1983), p. 12.

c. Teaching Vocabulary

In teaching English to children, particularly for vocabulary is different from adults. The teacher need effective and interesting way in order to bring their children into expected classroom behavior such as paying more attention to the lesson, involving the lesson and learning by doing the programmed activities. In teaching and learning vocabulary, as quoted by Sutiono, Nation identifies the following categories of knowledge about a word.¹⁵ They are:

1. Form: reader recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, and adverb).
2. Position: readers know the grammar patterns and structures in which a word can occur and the words that frequently appear before or after it, the collocation.
3. Function: readers know how common or rare the word is and in what types of situations and texts it would most likely occur.
4. Meaning: readers know the various meanings and nounces of a word as well as its synonyms.

¹⁵ Sutiono, Cayandrawati, “*Contextual Clues: A Strategy in Improving Vocabulary*”, (Banjarmasin: Universitas Lambung Mangkurat, 2005), p. 144.

An important consideration for teacher to plan vocabulary work is the distinction between productive and receptive vocabularies. Actually, understanding many words will be easy when it using everyday. To sum up, learning vocabulary of a second language presents the learner with the following challenges:¹⁶

1. Making the correct connections when understanding the second language between the form and the meaning of words, including discriminating the meaning of closely related words.
2. When producing language, using correct form of a word for the meaning intended.

The teaching vocabulary for children is important to understand toward the material thought. The teaching must be based on appropriate strategy referred to the teaching principles, so the learners must understand in teaching process and structurally transferred in order to they will gain English foundation.

d. Some Methods in Teaching Vocabulary

Some methods in teaching vocabulary can be used to make interesting materials for the students and every teacher has to determine the best technique to teach vocabulary. In determination, a teacher needs to consider whether the technique is able to improve student's

¹⁶ Thornbury, Scott, "*How to Teach ...*", p. 2.

retention. Diane Larsen and Freeman proposed some methods in teaching language, they are:¹⁷

1) The Grammar-Translation Method

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature.

2) The Direct Method

The Direct Method, its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. The Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

¹⁷ Diane Larsen and Freeman, "*Techniques and Principles in Language Teaching*", (English: Oxford University Press, 1986),p.11.

3) The Audio Lingual Method

The Audio Lingual Method has a strong theoretical base in linguistics and phonology. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

4) The Silent Way

One of the basic principles of The Silent Way is that “Teaching should be subordinated to learning”. This principle is in keeping with the active search for rules ascribed to the learner in the Cognitive Approach.

5) Desuggestopedia

Desuggestopedia to reflect the importance placed on desuggesting limitations on learning. Desuggestopedia is the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.

6) Community Language Learning

The nature of student-teacher interaction in the Community Language Learning Method changes

within the lesson and over time. The Community Language Learning Method is neither studentscentered, nor teacher- centered, but rather teacher-student-centered, with both being decision-makers in the class.

7) Total Physical Response

Total physical Response is also called by Comprehension Approach. It is called this because of the importance it gives to listening comprehension. In this method, students listen to taperecorded words, phrases, and sentences while they look at accompanying pictures. The meaning of utterances is clear from the context the picture provides

8) Communicative Language Learning

Communicative Language Learning aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the independence of language and communication.

In teaching vocabulary not all of methods are used by the teacher, the teacher is free to use from certain method. The teacher can combine some methods that suitable for students, situation and the material lesson. In

this study, the researcher uses some of them and combine them in teaching English. But the reasearcher also emphasize in using silent way because the strategy almost same with the method that will be use in this research. She consider that it can facilitate them in teaching and the students will understand about the teacher's explanation more easy.

2. The Mentally Retarded Student

Intellectual disability is the currently preferred term for the disability historically referred to as mental retardation. Although the preferred name is intellectual disability, the authoritative definition and assumptions promulgated by the American Association on Intellectual and Developmental Disabilities (AAIDD and previously, AAMR) remain the same as those found in the *Mental Retardation: Definition, Classification and Systems of Supports* manual. The term intellectual disability covers the same population of individuals who were diagnosed previously with mental retardation in number, kind, level, type, and duration of the disability and the need of people with this disability for individualized services and supports. Furthermore, every individual who is or was

eligible for a diagnosis of mental retardation is eligible for a diagnosis of intellectual disability.¹⁸

Based on the situation above supports is needed by students with mental retardation. According to AAMR manual defined supports as “Resources and strategies that promote the interests and causes of individuals with or without disabilities; that enable them to access resources, information and relationships inherent within integrated work and living environments; and that result in their enhanced interdependence, productivity, community integration, and satisfaction”.

Children with mental retardation may have particular problems in learning new vocabulary problems that are not explained by their lower mental age. Some studies suggest that children with mental retardation tend to have smaller vocabularies than mental age-matched normally developing children.¹⁹ It means that in vocabulary mastery the mentally retarded students have many different with the average or normal students.

¹⁸ American Association on Intellectual and Developmental Disabilities, “AAID Information”, <http://www.aaidd.org>, accessed on 14th February 2015.

¹⁹ Yoder, Paul J., et al., “*Following the Child's Lead When Teaching Nouns to Preschoolers With Mental Retardation*”, (Vol. 36, February/1993), p. 158.

According to American Association Intellectual and Developmental Disabilities (AAIDD) or now the American Association on Mental Retardation (AAMR) defines about the definition of mental retardation as, “Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. Mental retardation manifests before age 18”.²⁰

Based on the definition above the children will be classified as mental retardation, if they have below average in both intellectual functioning and adaptive behavior during the developmental period (from birth to age 18). Intellectual functioning is the ability of a persons brain to learn, think, memorize, solve problem, and make sense of the world. While, adaptive behavior is a persons skill to live independently.

Mental retardation varies in severity; there are mild retardation, moderate retardation, severe retardation and profound retardation. Mild retardation is the children who have

²⁰ Delphie, Bandi, “*Pembelajaran Anak Berkebutuhan Khusus dalam Setting Pendidikan Inklusi*”, (Sleman: PT Intan Sejati Klaten, 2009), p. 67.

range 55-70 IQ and categorized as educable mental retarded. They are able to acquire functional academic skills up to about the sixth-grade level through special education and adults can usually maintain themselves at least semi-independently in a community. The children are often unidentified until they reach school age.²¹

There are some problems in learning vocabulary of mentally retarded students. Mervis has suggested in Yoder's book that children with mental retardation have smaller vocabularies than normally developing children of the same mental age because many children with mental retardation have more difficulty with memory storage, memory retrieval, and verbal encoding and decoding.²² In learning vocabulary the mentally retarded students need more efforts than normal students to help them remember the words. Therefore, the teacher should apply different ways and methods in conveying and transferring the language, especially to increase mentally retarded students vocabulary.

²¹ Hallahan, Daniel P. and James M. Kauffman, "*Exceptional Children*", (London: Prentice-Hall International, 1978), p. 68.

²² Yoder, Paul J., et al., "*Following the Child's Lead ...*", p. 158.

3. Scaffolding Method

a. Definition of Scaffolding

In a classroom setting, the teacher is responsible for structuring interactions and developing instruction in small steps based on tasks the learner is already capable of performing independently an instructional strategy known as scaffolding. The instructor is also charged with providing support until the learner can move through all tasks independently.

Hammond and Gibbons as quoted by Wicklund look at the term “scaffolding” both literally and metaphorically. The term “scaffolding” literally refers to a structure that is temporarily placed around a new building while it is being constructed. Without the scaffolding, the building would not be able to stand on its own. When the new building is able to support itself, the scaffolding is then removed. Metaphorically, “scaffolding” is the temporary support that teachers provide learners as they expand their knowledge and gain new skills. When the learner has a secure understanding of the new knowledge or skill, teachers are then able to remove the scaffolding. This is a continual process that will move the learner to higher levels of knowledge.²³

²³ Wicklund, Britta, “Using Scaffolding To Teach Phonological/Phonemic Awareness Skills To English Language Learners”,

Scaffolding is a teaching method whereby the instructor models the desired learning technique or task, then gradually shifts responsibility to learners. Scaffolding instruction originates from Lev Vygotskys sociocultural theory and his concept of the zone of proximal development (ZPD). “The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance”.²⁴ It means that ZPD is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development). It is a level of development achieved when learners engage in social activity.

Jerome S. Bruner in Camerons book, another famous psychologist, based his work on Piagets and Vygotskys theories in learning. Bruner was famous with his scaffolding and routines techniques. Scaffolding means talk that supports a child in carrying out an activity, as a kind of verbal version of the five-tuned help.²⁵

[Http://www.hamline.edu/gse/academics/resources.pdf](http://www.hamline.edu/gse/academics/resources.pdf), accessed on 13th February 2015.

²⁴ Raymond, E., “*Learners with Mild Disabilities*”, (Needham Heights, MA: Allyn & Bacon, A Pearson Education Company, 2000), p. 176.

²⁵ Cameron, Lynne, “*Teaching Language ...*”, p. 8.

Vygotsky defined scaffolding instruction in Raymonds book as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level”.²⁶ An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learners abilities increase the scaffolding provided by the more knowledgeable other is progressively with drawn. Finally the learner is able to complete the task or master the concepts independently.

Therefore the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver. According to Vygotsky as quoted by Raymond, the external scaffolds provided by the educator can be removed because the learner has developed “...more sophisticated cognitive systems, related to fields of learning such as mathematics or language, the system of knowledge itself becomes part of the scaffold or social support for the new learning”.²⁷

b. Strategy of Scaffolding Method

The scaffolding teaching strategy provides individualized support based on the learners ZPD. In scaffolding instruction a more knowledgeable other

²⁶ Raymond, E., “*Learners with ...*”, p. 176.

²⁷ Raymond, E., “*Learners with ...*”, p. 176.

provides scaffolds or supports to facilitate the learners development. The scaffolds facilitate a students ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone.

Therefore, when scaffolding is provided within the zone of proximal development, then learning is facilitated. For the classroom setting, Wood (1998) in a Camerons book suggessted that teachers can scaffold childrens learning in various ways: to attend what is relevant, adopt useful strategies, remember the whole task and goals teachers can suggest, give verbal reinforcement provide focusing activities, encourage rehearsal, be explicit about organizations, remind model, provide part-whole activities. Also classroom language and routines occuring everyday can provide opportunity for language development. They would allow the child to actively make sense of new language from experience and provide space for language growth, routines will open many possibility for developing language skills.²⁸

There are many important attributes of scaffolding. Raphael and Hiebert in a book of Wicklund stress that scaffolding must be supportive (assist learners

²⁸ Cameron, Lynne, "*Teaching Language ...*", p. 8.

to do what they could not do independently), adjustable (support can be added or lessened), and temporary (support will eventually not be needed). While Berk and Winsler include many attributes of effective scaffolding.²⁹

The attributes are as follows:

- 1) Joint problem solving, includes participating in an appealing and meaningful activity where reaching a goal is a joint effort.
- 2) Intersubjectivity, is the common ground where the participants have a shared understanding of the goal.
- 3) Warmth and responsiveness, is when the adult is responsive to the needs of the child and is supportive and encouraging.
- 4) Maintenance of appropriate ZPD. Keeping the child in the appropriate ZPD is the most important goal of scaffolding because that is where the greatest learning occurs.
- 5) Promotion of self regulation, entails removing the scaffolding and allowing the child to work independently.

Another linguist, Wood in a Camerons book, suggests that teachers can scaffold childrens learning in

²⁹ Wicklund, Britta, “*Using Scaffolding ...*”, accessed on 13th February 2015.

various ways in which each strategies can be applied to language teaching as follows:³⁰

Table 2.1
Strategies in language teaching for children

Teachers can help children to:	By :
1) attend to what is relevant	a. suggesting b. praising c. providing focusing activities
2) adopt useful strategies	a. encouraging rehearsal b. being explicit about organization
3) remember the whole task and goals	a. reminding b. modeling c. providing part-whole activities

Alibali gives a more technical advice related to the application of instructional scaffolding, as appears in the following table:³¹

1. Advance Organizer

A device used to introduce new materials and assignments to help students learn a topic: a Venn

³⁰ Cameron, Lynne, “*Teaching Language ...*”, p. 9.

³¹ <https://akhmadsudrajat.wordpress.com/2013/12/02/pembelajaran-scaffolding-untuk-kesuksesan-belajar-siswa/>, accessed on 14th February 2015.

diagram to compare the information in contrast, flow diagram to describe the process, organizational charts to illustrate the hierarchy, mnemonik to help remember the rubric, which provides the expected tasks.

2. Cue Cards

The card has been prepared for distribution to students/groups of students when it will discuss a particular topic. The card contains a vocabulary (important terms) that need to be understood, basic sentences about the material that must be equipped students, formulas.

3. Concept and Mind Maps

Concept map or mind maps made students based on the knowledge he has.

4. Examples

Provides samples, specimens, illustrations, issues (questions).

5. Explanations

Provide more detailed information in the form of written instructions about the tasks that must be done, students give an oral explanation of how the process works.

6. Handouts

Provide handouts that contain task and information related to the matter, accompanied by the space (column) comments or notes for students.

7. Hints would

Give advice and instructions to divert the steps the students "see page 31!", "press the escape!". Continue to the next page "

8. Prompts

Gesturing to physical or verbal (gesture) to help remember the prior knowledge or assumptions which have been owned by students. Physical: body movement such as pointing, nodding his head, blinking. Verbal: "come on!", "Go!", "tell me!", "what would you do!", "what do you think about that?"

9. Question Cards

Provide card that contains questions about the material being taught or the specific tasks given to pupils/students to ask and answer about the material being taught.

10. Question Stems

An incomplete sentence that must be resolved in order to encourage students to think more in depth by using the command line asked "what happens if (What if...)

11. Stories

Recounting a complex and abstract materials into situations that are more familiar with students to inspire and motivate students.

12. Visual Scaffolds

Emphasize an object of attention, through body movement (gesture) that is relevant; provides charts and graphs, using the method of highlighting visual information (italics, different colors, bold, blink).

c. Types of Scaffolding

While, four types of scaffolding sequences have been identified from classroom-based instructional conversations by Roehler & Cantlon in a Wilkson's book as follows:³²

1) Explicit Modeling

Through verbal example, the teacher demonstrates how to “work through” a specific strategy, including reasons for its selection and the steps involved. Students are encouraged to adopt similar schemata in resolving the task. Examples include think-alouds, where comprehension is shown to be an emerging process, and talk-alouds, where the

³² Wilkinson, Louise C. and Elaine, “*Classroom Language and Literacy Learning*”, <http://www.readingonline.org/articles/handbook/wilkinson/>, accessed on 14th February 2015.

teacher demonstrates how to ask relevant questions and formulate semantically contingent comments.

2) Direct Explanations and re-explanations

The teacher makes explicit statements tailored to assist students in understanding the underlying concept, the relevance of applying the concept in particular situations, or how concepts are used Pressley & McCormick, 1995; Roehler & Cantlon, 1997, stating, for example, “It is a good idea to analyze what you have to do before you begin doing it” Pressley & Woloshyn, 1995.

3) Invitations to Participate in the Conversation

Participation is encouraged through such devices as eliciting students reasoning to support a statement or position (e.g., “What makes you think that?” “How do you know?”) or creating opportunities for more complex expression through invitations to expand in meaningful ways (e.g., “Tell us more about that” “What do you mean?”) Goldenberg & Patthey-Chavez, 1995.

4) Verifying and Clarifying Student Understanding

Explicit and positive feedback is intended to guide students on learning how to evaluate the creation of a shared perspective or revise their perspective when misunderstandings occur. When a

student's Statement or response conveys emerging understanding, the relevance of the contribution to the topic is verified for example, "We hadn't talked about that. That's important, isn't it?" (Roehler & Cantlon, 1997. When misunderstanding happens, students are guided to repair the breakdown by asking appropriate and relevant questions.

B. Previous Research

1. A thesis by Maylinda Yuhana Setianingrum Student Number 063411076 Bachelor program of English Language Education of state institute for Islamic studies Walisongo (IAIN Walisongo) 2010/2011. The title is "The Use of Song Lyrics as Teaching Media to Improve Students' Vocabulary about Animals' Name (A Classroom Action Research with 4th Grade of SDN 01 Sekuro Mlonggo- Jepara in the Academic Year of 2010/2011). She used song lyrics as teaching media to improve students vocabulary about animals' name.

She was conducting an Action Research with fourth graders of elementary school. Action Research is used to help the teacher to solve the problem in the classroom and to know the students improvement of individuals own practices in vocabulary. The population of her research was the fourth grade students of SDN 01 Sekuro Mlonggo Jepara in the academic year of 2010/2011.

The result of these study shows that the average achievement of the students in the first cycle found the total score of students vocabulary about animals name result was 2260, its mean was 68.5. In the second cycle found the total score of students' vocabulary about animals' name result was 2570, its mean was 77.9. It means that the value of students vocabulary about animals name result was good. She said that the ability in vocabulary especially about animals name improved after teach by using song lyrics .The use of song lyrics as a teaching media was contributes to the students. It helps the students to understand vocabulary about animals name easily and accurately, because they can be listen the pronunciation of the animals name of the song and they also could see the lyric of the song.³³

2. A thesis by Rahmi Widyaningsih Master Degree of English Education in Department of English Language Education Graduate Program State University of Semarang. The title is "Teachers Scaffolding Talks at Children's Immersion Classes". In her thesis shows that the implications for instruction and student learning are significant.

She was conducting a qualitative study with kindergarten classes of Sekolah Permata Bangsa in Semarang. In this study

³³ Setianingrum, Maylinda Yuhana, "*The Use of Song Lyrics as Teaching Media to Improve Students' Vocabulary about Animals' Name*", Thesis (Semarang: English Language Education Islamic State University, 2010), p. 52-53.

she attempted to describe the types of the teachers scaffolding talks and the speech functions performed in their scaffolding talks. She conducted five types of scaffolding successfully. By using scaffolding talks, the teachers have supported students learning. They made the students to perform their tasks independently. So, the students are provided with independent practice time as whole class, then individually with other students or teacher assistance completely and independently.

The result of these study showed that Scaffolding allows the student to gradually acquire the skills and competencies they need to become an independent reader and writer. Students move seamlessly through increasingly higher levels of reading and writing to become skillful and competent learners.³⁴

3. A thesis by Vina Inayatuz Zulfa Bachelor program of English Language Education of state institute for Islamic studies Walisongo (IAIN Walisongo) 2010/2011. The title is “Implementation of Learning Speaking for Mentally Retarded Students (A Case at Eight Grade Students of SMPLB/C Widya Bhakti Semarang in the Academic Year of 2011/2012)”.

This thesis observed English teaching and learning process of mentally retarded students, especially in learning speaking.

³⁴ Widyaningsih, Rahmi, “*Teachers Scaffolding Talks at Children’s Immersion Classes*”, Thesis (Semarang: Department of English Language Education Graduate Program State University of Semarang, 2007), p 112.

The purpose of this study is to know the implementation of learning speaking for mentally retarded students. This study was conducting qualitative research by using descriptive method research.

The result of this study showed some method that used in learning speaking for mentally retarded students, they were; TPR, Song, Audio Lingual Method, Question Answer. Sometimes the teacher also combines one method with other method. Besides that, this study also observed the material and some problems which faced by the teacher in Learning Speaking for mentally retarded students.³⁵

However, this research is different with previous ones, but there is the similarity both of them. The differences with the first researcher above was conducted the use of song lyrics as teaching media, but in this research, the researcher used Scaffolding as a method. The similarity was in skill of vocabulary and research method. The differences with the second researcher above was in research method and research object. The similarity was the use of scaffolding as a method. For the last previous research, the differences was in research method, it has similarity with this research on the research object. It was same conducted for mentally retarded students.

³⁵ Inayatuz Zulfa, Vina, *“Implementation of Learning Speaking for Mentally Retarded Students”*, Thesis (Semarang: English Language Education Islamic State University, 2011), p. 45.

So, those are still having relevance and significance factors why it is interested to be observed.

C. Action Hypothesis

Action hypothesis is defines as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which is chosen to the research through classroom action research.³⁶ In this research, the researcher proposes that the use of scaffolding method can increase the mentally retarded students vocabulary as expected in standard competence and based competence used on the school.

³⁶ Mulyasa, "*Praktik Penelitian Tindakan Kelas*", (Bandung: PT. Remaja Rosdakarya, 2009), p. 63.

CHAPTER III

RESEARCH INVESTIGATION

A. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In conducting this study, the researcher used action research with seventh the graders of SLB N Jepara in the academic year of 2014/2015. The researcher will use the form of action research, as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.¹

Sukanto said that action research is aimed to improve or increase the practice of learning simultaneously, which is basically looking at the run of the mission of profession in education done by teachers. Action research is one of the strategies in improving the service in education that has to be held in context also in improving the quality of school, program as a whole in a moveable society.²

¹ Wallace, Michael J., "*Action Research For Language Teachers*", (New York: Cambridge University Press, 1998), p. 4.

² Sukanto, "*Metode Penelitian*", (Jakarta: Rineka Cipta, 2002), p. 60.

Anne Burns suggest a number of general features, which characterize the action research. They are:³

- a. Action research is contextual, small scale and localized – it defines and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researches.
- d. Change in practice are based on the collection of information or data which provides imputes for change.

From the definitions above the researcher concludes that action research is the systematic study of efforts to overcome education problems for betterment done by the teacher or in collaboration of teachers and researchers.

Therefore, the researcher will use an action research as an effort to develop English teaching learning process and to solve the problem faced by students, especially in learning vocabulary. This study will focus on increasing the mentally retarded students vocabulary mastery by using scaffolding method. The result will be taken from measure of students achievement in vocabulary mastery.

³ Burns, Anne, “*Collaborative Action Research for English Language Teachers*”, (Australia: Cambridge University Press, 1999), p. 30.

There are some characteristics, aims and model of classroom action research, they are:

1. Characteristics of a classroom action research

Kemmis and Mc. Taggart in Nunans book argue that there are three defining characteristic of action research, they are:⁴

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- b. It is collaborative, and
- c. It is aimed at changing things.

2. The aim of action research

There are many possible reasons for conducting a classroom action research as follow: The teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about him as teachers how effective teacher is, how teacher looks to the students, how teacher looks at himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types.⁵

In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to

⁴ Nunan, David, "*Research Method in Language Learning*", (USA, Cambridge University Press, 1992). p. 17.

⁵ Jeremi Harmer, "*The Practice of English Language Teaching*", (England: longman, 2003), p. 345.

the students. They have challenge to solve the problem that have found in the class. They have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching students.

3. Model of Classroom Action Research

There are four components in one cycle for doing classroom action research. It consists of planning (identify the problems), acting (collect the data), observing (analyze and interpret data), and the last is reflecting (develop an action). The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using scaffolding method to increase the mentally retarded students especially in vocabulary mastery.

All these aspects are made a cycle, as stated by Kemmis and Mc Taggart in Arikuntos book:⁶

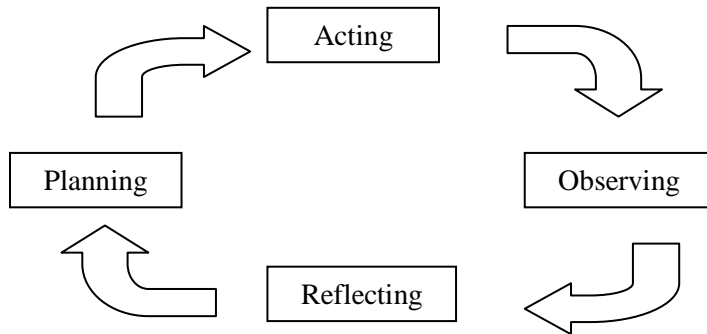


Figure 3.1 Action Research Cycle

In this research, the researcher plans to conduct two cycles of classroom action research. There are four steps process in each cycle for doing classroom action research. All those steps can be explained as follow: ⁷

1. Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done.

⁶ Arikunto, Suharsimi, et. al., “*Penelitian Tindakan Kelas*”, (Jakarta: PT. Bumi Aksara, 2008), p. 16.

⁷ Arikunto, Suharsimi, et. al., “*Penelitian ...*”, p. 75-80.

2. Acting

In this step, the teaching method will be applied in teaching learning process.

3. Observing

In this phase, the researcher observes and takes notes during teaching learning process.

4. Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives. Result from observation then being reflected together by teacher and researcher, this includes analysis and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:⁸

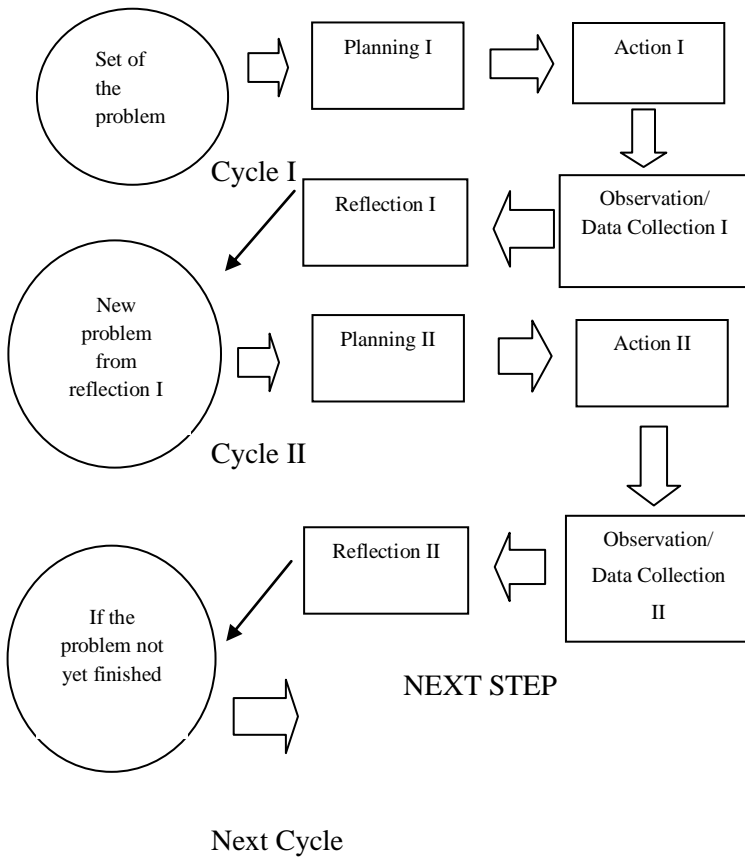


Figure 3.2 Cyclical Process of Action Research

⁸ Arikunto, Suharsimi, et. al., "*Penelitian ...*", p. 74.

B. Research Setting and Participant

This research would be done at SLB N Jepara. It is located at Jl. KP. Citrasoma, Nomor 21 Jepara 59426. The participants of this research were the students of seventh grade of SMPLB-C (*mentally retarded student*) in academic year 2014/2015, which was focused on vocabulary mastery.

C. Collaborator

The collaborator in this classroom action research was person who helped the researcher to collect the data. The collaborator in this research was Mrs. Rima Rismawati as the English teacher who was teaching English in SLB N Jepara.

D. Research Procedure

This research used a classroom action research. The method was to know how the teacher could organized her teaching and learning condition from their own experience. She could try an idea as reparation in their teaching and learning process and looked the real effect of those efforts.

This research would be done in three steps; that was pre cycle, first cycle and second cycle. The researcher would collaborate with the English teacher who was teaching in seven class. The activities that would be done in each cycle as follow:

1. Pre-Cycle

The first step in making classroom action research, the researcher used pre-test in the pre cycle activities to assess the students ability on vocabulary. In this activity, the teacher taught students with conventional method. In this activity, students were taught vocabulary about foods and beverages used technique as usual. Teacher read the word aloud and repeated by students. Then, the teacher translate it into Indonesian. The teacher gave the simple sentences related to the material. Then, the students were asked to do the test. In the end of the lesson the teacher gave feedback by asking the students about the material.

2. Cycle I

Researcher preparing the research instrument such as lesson plan, example of personal letter, materials, observation checklist, and formative test. Formative test was used to get information about the way of teaching language in certain level. This test is important for teacher in increasing a teaching language program. It has function also to know the teaching language that has done run well or not.⁹ In this cycle, the researcher used foods and beverage as the theme.

As acting, teacher opened the teaching and learning process by greeting, asked students condition and checked the

⁹ Djiwandono, M. Soenardi “*Tes Bahasa dalam Pengajaran*”, (Bandung: Penerbit ITB Bandung, 1996), p.19.

attendance. The teacher gave the brainstorming by asking students about their knowledge of food and beverages name. The teacher doing assessment and the level of every students development to decide the Zone of Proximal Development (ZPD) through teachers help, friends, or learning environment especially the usage of technology. Then, the teacher would verify the activity in detail until know the zone that need to scaffold. The teacher gave learning structure about the theme clearly based on the students standard development through: explanation, motivation and modelling. The teacher read a text then repeated by students and gave learning structure about the theme clearly. Here, the teacher gave ten vocabularies about foods and beverages name used visual scaffolds. The students are asked to remember ten vocabularies. The teacher helped the students to wrote the simple sentence about the theme correctly. The teacher asked the students to complete the sentence and do the task. Then teacher gave some questions as a feedback to the students related to the theme, and asked students about the difficult vocabularies that they do not know.

In this cycle, the researcher also did the observation by asking the collaborator (English teacher) to help her in observing the learning process. After having the first treatment, the researcher took an assessment. The assessment was conduct to measure the increase of students vocabulary

mastery after the first treatment. In the last step, researcher analyzed and evaluated the actions that have been done in this cycle. Researcher and teacher analyzed and discuss the result of the observation. It was continued then to make reflection which one was should be maintained and which one was should be repaired in the next cycle.

3. Cycle II

The second cycle was done based on the result of reflection from the first cycle. If the result from observation is still low, so it is needed another action in order the next cycle makes some improvement of the quality. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aid, observation checklist, and evaluation test. In acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assesment). The procedure of teaching and learning process in this treatment was the same as the previous meeting. The main focus of the treatment was to eliminate the students difficulties in the previous meeting. Teaching mentally retarded students was different with the normally students. The teacher needs so many effort to make them understand the material. So, as addition in the beginning, the researcher and the teacher started the lesson by motivating the students and continued with ice breaking to make students more enjoy to join the class.

In the process of learning, the researcher observed the teaching and learning process by asking the collaborator to help her to monitor the class situation and the students activity by using observation checklist. In the last of this cycle, researcher and the teacher had the result of the observation and concluded the improvement in the researchers study.

E. Technique of Data Collection

Data was the most important sources for the researcher to solve the mastery of a problem. There are many methods of obtaining data such as: test, observation, and documentation. To obtain data from study field, the researcher collect the data by explained the method as follow:

1. Test

In simple term, test is measuring a persons ability, knowledge, or performance in a given domain.¹⁰ The researcher used pre-test and post- test. Pre-test was given toward students before teaching learning processes. In addition, post-test was given into students after teaching learning processes. Pre-test and post-test were used to know the differences of students ability before and after the conduct of teaching learning processes.

¹⁰ Brown, Douglas, "*Language Assessment ...*", p. 3.

2. Observation

Observation is the activity giving total concern to research object using five senses.¹¹ Observation would be used to monitor the students activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they were give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form.

The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher would arrange the classroom and also the students response. It could also be used to appraise the students motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considered of asking the collaborator to help her to observe the classroom.

3. Documentation

It refers to archival data that helped researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that would be elaborated in this research. The used of such materials could provide background

¹¹ Arikunto, Suharsimi, “*Prosedur Penelitian: Suatu Pendekatan Praktik*”, (Jakarta: Rineka Cipta, 2006), p. 149.

of information and understanding what issues that would not otherwise available. The documentary data were students name list, students English mark, students worksheet and photo of teaching and learning process by using Scaffolding method.

F. Technique of Data Analysis

The aim of this study was to find out whether scaffolding method could increase the mentally retarded students vocabulary mastery or not. There were pre-test and post test, these tests were used to measure the students progress in mastering vocabulary. The steps of data analysis were:

1. Analyzing Observation Checklist

Researcher will use observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Then the result of observation checklist will be analyzed by calculating the percentage as following:

The formula to measure the students participant was:¹²

$$P = \frac{X}{X_i} \times 100\%$$

P = the score of students

X = the sum of total score

X_i = the percentage of the expectation.

¹² Hartiny, Rosma, “Model Penelitian Tindakan Kelas”, (Yogyakarta: Teras, 2010), p.94.

From the formula above, the students participation can be categorized as follow:

a. Poor

The aspect of activity that will be observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that will be observed above reaches out for about 21- 40% from overall percentage 100%.

c. Average

The aspect of activity that will be observed above reaches out for about 41-60% from overall percentage 100%.

d. Good

The aspect of activity that will be observed above reaches out for about 61-80% from overall percentage 100%.

e. Excellent

The aspect of activity that will be observed above reaches out for about 81-100%.

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave task to students. The score of the correct answer is 1 and 0 to each wrong answer. The result of the

test will be analyzed by using percentage scoring as following formula:¹³

$$Score = \frac{\sum right\ answer}{\sum items} \times 100\%$$

b. Measuring The Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.¹⁴

The following formula was :

$$x = \frac{\sum f}{n} \times 100\%$$

X= the mean

f = the sum offset score

n = the number of the students.

From the result of those formula the researcher analyzed the score of task and the result from observation checklist to find out the increase of mentally retarded students vocabulary mastery by using scaffolding method.

¹³ Arikunto, Suharsimi, "*Dasar-Dasar Evaluasi Pendidikan*", (Jakarta: Bumi Aksara, 2006), Edisi Revisi, Cet. 6, p. 236.

¹⁴ Arikunto, Suharsimi, "*Prosedur Penelitian ...*", p. 264.

G. Indicator of Achievement

Classroom action research is said that to be successful if there is a completeness learning outcomes learner that is at least 85% of the total number of participant students who complete the learning gain value is greater than or equal to 65.¹⁵

The application of scaffolding as method in teaching vocabulary on this study, expected learning outcomes learner could be increased from minimum passing grade criteria as expected in standard competence and based competence used on the school. Set a minimum 85% of the number of learners who completed his studies with obtaining more value greater or equal to minimum passing grade criteria. Minimum passing grade criteria as expected in standard competence and based competence used on SLB N Jepara was 65. The tools by analyzing the percentage of completeness learning to learners from the test cycle that has done by them.

¹⁵ Mulyasa, E., *“Kurikulum Berbasis Kompetensi, Konsep, Karakteristik, Implementasi dan Inovasi”*, (Bandung: Remaja Rosdakarya, 2008), p. 99.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

This research was conducted by using a classroom action research with seventh the graders of SLB N Jepara in the academic year of 2014/2015. It was aimed to know the increase of the mentally retarded students vocabulary mastery by using scaffolding method and to identify the effectiveness when scaffolding method is implemented in vocabulary mastery about foods and beverages. The research consist of pre-cycle, cycle I and cycle II.

The researcher observed the situation of the classroom before conducting the study. Researcher also shared with Mrs. Rima Rismawati S.Pd as the English teacher of seventh grade students of SLB N Jepara. The teacher said that the students still poor on understanding about vocabulary especially about foods and beverages in English. After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. Besides that the researcher also prepared the checklist for observing the students activity.

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. The Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students skill in understanding about vocabulary. This activity was done on Thursday, 14th May 2015. In this activity, students were taught vocabulary about foods and beverages used technique as usual. Teacher read the word aloud and repeated by students. Then, the teacher translate it into Indonesian. The teacher gave the simple sentences related to the material. There were 10 students who followed the test and the teacher provided 30 minutes for them to do the test. In the end of the lesson the teacher gave feedback by asking the students about the material.

After doing the test, the teacher gave score. Each correct answer was scored 10 and 0 to each wrong answer. The maximum score was 100. Then, after finding the result of the students test score, the researcher went to analyze the score by using percentage of scoring. By using the percentage of scoring, the researcher had purpose to get the percentage of correct answer to analyze the students score. Example: the percentage of the student number 1 as follow:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} \times 100\%$$

$$Score = \frac{6}{10} \times 100\% = 60\%$$

The test result of pre-cycle could be seen in the table below:

Table 4.1

Test score in Pre-cycle

No.	Students Code	Score
1.	T-1	60
2.	T-2	50
3.	T-3	40
4.	T-4	70
5.	T-5	40
6.	T-6	70
7.	T-7	30
8.	T-8	50
9.	T-9	60
10.	T-10	60
Total Score		530
Minimum		30
Maximum		70

After that, the researcher was going to determine the students achievement. It was aimed to give classification to their ability. If the students who completed their task with obtaining value greater or equal to minimum passing grade it could be classified that they were achieved. And the students who completed their task under the minimum passing grade, it could be classified under not achieved. The students achievement in pre cycle was as follows:

Table 4.2

The Students Achievement in Pre-Cycle

Students Achievement		
Achieved / Under Achieved	Total Number of Students	Percentage
Achieved	2	20%
Under Achieved	8	80%

The result of the table students achievement above, it could be classified that only 2 (20%) students was achieved and 8 (80%) students was under achieved. The minimum passing grade in SLB N was 65. Then, the researcher calculated the mean to measure the increase of students score in each cycles. To know the mean of the students score in the pre-cycle using this formula was as follows:

$$x = \frac{\sum x}{n}$$

$$x = \frac{530}{10} = 53$$

From the data above, it showed that the average of the students score in the pre-cycle was 53. The researcher also observed students activeness in this pre-cycle that would be compared in the first cycle of applying Scaffolding as a method. The result of students activeness based on the observation checklist was as follows:

Table 4.3
Score of Observation in Pre-Cycle

No	Indicators	None (0%)	A Few (20%)	Many (20- 40%)	Half (50%)	Most (60- 80%)	All (100 %)
		0	1	2	3	4	5
1	Asking question		√				
2	Responding to question				√		
3	Ability to explain the content of text			√			
4	Paying attention					√	
5	Accomplishing task			√			

$$P = \frac{X}{X_i} \times 100\%$$

$$P = \frac{12}{25} \times 100\% = 48\%$$

The result of the observation checklist was 48% it meant the students score in pre-cycle was still poor and not satisfactory yet. The researcher was aware that most the

students still had difficulties to understanding the vocabulary. It could be seen from the result of students score and their percentage. Most of them could not define words because their ability to remember was low. They could not understand English material well, although they were taught the easiest material, they will be quickly forgotten. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. Many students did not pay attention to the teacher. They did different unique action in the class, such as talking with other friend, running, sleeping and they did other activity that was not related with the learning activity.

The researcher decided to use another technique to make students interested in the learning process in order to increase students understanding on vocabulary especially about foods and beverages name in English. The researcher intended to use scaffolding as a teaching method in the next activity to facilitate the teaching learning process.

2. The Cycle I

This classroom action research was done into two cycles. Each cycle consist of four steps; they were planning, acting, observing, and reflecting. The first cycle was conducted on Saturday, 21st May 2015. The result of the test in pre-cycle was not satisfied yet. So, the researcher decided

to use scaffolding method to teach vocabulary about foods and beverages to solve the problem.

a. Planning

The researcher prepared the teaching learning design, such as arranging lesson plan about foods and beverages. Then researcher prepared the teaching learning process resources, such as the materials, the media, the observation sheets, test evaluation, and present list in order to know students activeness in joining teaching learning process.

b. Acting

In this step, the teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher opened the teaching and learning process by greeting, asked students condition and checked the attendance. The teacher gave the brainstorming by asking students about their knowledgement of food and beverages name. The teacher doing assessment and the level of every students development to decide the Zone of Proximal Development (ZPD) through teachers help, friends, or learning environment especially the usage of technology. The teacher read a text then repeated by students and gave learning structure about the theme clearly. Here, the teacher gave ten vocabularies about foods and beverages name used vissual scaffolds. The students are asked to remember ten vocabularies. The

teacher helped the students to wrote the simple sentence about the theme correctly. The teacher asked the students to complete the sentence and do the task. Then teacher gave some questions as a feedback to the students related to the theme, and asked them about the difficult vocabularies that they do not know.

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as collaborator. The score of observation were as follow:

Table 4.4
Obsevation Checklist in First Cycle

No	Indicators	None (0%)	A Few (20%)	Many (20- 40%)	Half (50%)	Most (60-80 %)	All (100 %)
		0	1	2	3	4	5
1	Asking question				√		
2	Responding to question					√	
3	Ability to explain the content of text					√	
4	Paying attention					√	
5	Accomplisi ng task				√		

$$P = \frac{X}{X_i} \times 100\%$$

$$P = \frac{18}{25} \times 100\% = 72\%$$

According to the result of the observation above it can be concluded that more students joined the class more enthusiast than previous meeting. It meant very good. They enjoyed learning the material with Scaffolding as a teaching method.

d. Reflecting

In the last step, researcher analyzed and evaluated the actions that have been done in this cycle. Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one was should be maintained and which one was should be repaired in the next cycle. Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

- 1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students activeness during teaching process in understanding vocabulary using Scaffolding as a method.

- 2) When the activity in progress, need long time for mentally retarded student to master the material. The material should be repeated more than once. In fact, if the new material is taught today, students do not remember the material being taught yesterday. Sometimes, even new material taught usually forgotten within a few minutes after the material is taught.
- 3) The researcher found some students were different unique action. In learning process there were still students who running and sleeping. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest. It could be done by calling their name, approached them, and make them concentrate with the lesson.

After whole activity had finished, the researcher assessed the students test result. The result of the test in cycle I was as follow:

Table 4.5

Test score in cycle I

No.	Students Code	Score
1.	T-1	80
2.	T-2	80
3.	T-3	60
4.	T-4	70
5.	T-5	80
6.	T-6	100
7.	T-7	30
8.	T-8	70
9.	T-9	90
10.	T-10	70
Total Score		730
Minimum		30
Maximum		100

From the result of the test above, then the researcher was going to determine the students achievement. The students achievement in cycle I was as follow:

Table 4.6

The Students Achievement in Cycle I

Students Achievement		
Achieved Under Achieved	Total Number of Students	Percentage
Achieved	8	80%
Under Achieved	2	20%

The result of the table students achievement above, it could be classified that 8 (80%) students was achieved and 2 (20%) students was under achieved. The minimum passing grade in SLB N was 65. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle was:

$$x = \frac{\sum x}{n}$$

$$x = \frac{730}{10} = 73$$

The result of the mean was 73. It meant that the students score in first cycle could be said successful, because the whole students get over 7 of the achievement and their comprehension about vocabularies were increased. In cycle I, many students paid attention to the teacher during the treatment. Besides, they joined the class enthusiastically. However, some students still did something else. Based on the category of the students score and their percentage there was 2 (20%) students who got score under minimum passing grade. It was unsatisfied yet, so the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. The Cycle 2

The cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made

some improvement of the quality. The researcher tried to handle the weakness in the first cycle. Cycle II was done on Thursday, 28th May 2015. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Acting

In acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assessment). The procedure of teaching and learning process in this treatment was the same as the previous meeting. The main focus of the treatment was to eliminate students difficulties in the previous meeting. But for addition the researcher and the teacher started the lesson by motivating the students and continued with ice breaking to make students more enjoy to join the class.

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher when researcher was teaching. The score of observation were as follow:

Table 4.7**Obsevation Checklist in Second Cycle**

No	Indicators	Non e (0%)	A Few (< 20%)	Many (20- 40%)	Half (50 %)	Most (60- 80 %)	All (100 %)
		0	1	2	3	4	5
1	Asking question				√		
2	Responding to question					√	
3	Ability to explain the content of text					√	
4	Paying attention					√	
5	Accomplisi ng task					√	

$$P = \frac{X}{X_i} \times 100\%$$

$$P = \frac{19}{25} \times 100\% = 76\%$$

Based on the result above, the most of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

d. Reflecting

In this cycle, the researcher motivated the students before gave explanation. The students activity in learning

process was enough maximum they were more interesting and enthusiastic in the learning process. In this cycle half of students asked to the researcher about the meaning of difficult words. After whole activity had finished, the researcher assessed students as in first cycle. From the result, researcher could calculate the mean of the students score. The result of the evaluation test in cycle II was as follow:

Table 4.8

Test score in cycle II

No.	Students Code	Score
1.	T-1	100
2.	T-2	100
3.	T-3	100
4.	T-4	90
5.	T-5	80
6.	T-6	100
7.	T-7	60
8.	T-8	80
9.	T-9	90
10.	T-10	70
Total Score		870
Minimum		60
Maximum		100

Then, the researcher calculated the students achievement.
The students achievement in cycle II was as follow:

Table 4.9

The Students Achievement in Cycle II

Students Achievement		
Achieved / Under Achieved	Total Number of Students	Percentage
Achieved	9	90%
Under Achieved	1	10%

The result of the table students achievement above, it could be classified that 9 (90%) students was achieved and 1 (10%) students was under achieved. Then, the researcher calculated the mean.

$$x = \frac{\sum x}{n}$$

$$x = \frac{870}{10} = 87$$

Based on analysis of the result in cycle II, it showed that there were increase from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students test result of this cycle was 87 with the highest score was 100 and only one students who got low score, the lowest score was 60. The researcher concluded that the problems have

been solving using Scaffolding as a method for teaching vocabulary and the learning process is effective to increase their vocabulary mastery.

B. Research Analysis

Based on the analysis of the whole meeting, it can be seen that there were some significant result from preliminary to cycle I and cycle II. The improvements of students ability in vocabulary mastery can be seen in the following table:

Table 4.10

The result of test from the pre-cycle until second cycle as follow:

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1.	T-1	60	80	100
2.	T-2	50	80	100
3.	T-3	40	60	100
4.	T-4	70	70	90
5.	T-5	40	80	80
6.	T-6	70	100	100
7.	T-7	30	30	60
8.	T-8	50	70	80
9.	T-9	60	90	90
10.	T-10	60	70	70
Sum		530	730	870
Average Mean		53	73	87

Table 4.11

The histograms result of students achievement from the pre-cycle until second cycle as follows:

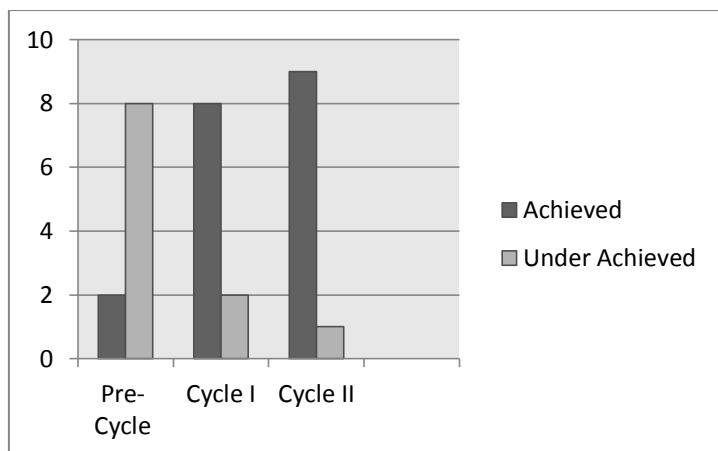


Table 4.12

Comparison the results of observation pre-cycle until second cycle:

No	Cycle	Total score	Percentage
1.	Pre-Cycle	12	48%
2.	Cycle I	18	72%
3.	Cycle II	19	76%

In the preliminary research test, all of the students have been do the test, and the average result was 53. In the activity, the teacher still used conventional method. The students still had difficulties to understanding the vocabulary. It could be seen from the result of students score and their percentage. Most of them could not define words because their ability to remember was low.

They can not understand English material well, although they were taught the easiest material, they will be quickly forgotten. In the teaching and learning process, only half students are active and enthusiastic to the lesson. A half of the student did not give response maximally, they did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material.

In the first cycle, the average result was 73. It was better than the previous cycle. The teacher began to use Scaffolding method in teaching learning process. Here, most of students joined the class enthusiastically. They paid attention to the lesson, although there were some student still did something else such as running and sleeping. They also do not remember the material being taught yesterday. Sometimes, even new material taught usually forgotten within a few minutes after the material is taught.

In the second cycle, the average result was 87. It was higher than previous cycles. It showed that there was some significant improvement in students' achievement. There was also improvement from cycle 1 until cycle 2. Before the lesson began, the teacher asked the students to give more pay attention to the lesson. She started the lesson by giving more attention and motivation. The teacher gave ice breaking to make student relax and would be enjoyed join the class. The teacher also gave a reward by gave applause to the students who could answer the

question from the teacher. In teaching learning process, most of the students joined the class enthusiastically. All activities in this cycle run well. Furthermore, the using of Scaffolding as a learning method is helpful in the process of teaching and learning vocabulary especially in foods and beverages.

C. Limitation of this Study

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in seventh grade students of SLB N Jepara in the Academic Year of 2014/2015.
2. The use of Scaffolding method in this study is only to increase the mentally retarded students vocabulary on foods and beverages name.

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**Students Name on Seventh grade of SLB N Jepara in the
Academic Year of 2014/2015**

No.	Name	Code
1.	Susi Fitriyani	T-1
2.	Adhersa Wahana	T-2
3.	Lutfi Abdurrahman Assidiq	T-3
4.	Elvariana	T-4
5.	Suryana	T-5
6.	Ragil Akbar	T-6
7.	Sholeh	T-7
8.	Anang Maulana	T-8
9.	Vina Aristyo	T-9
10.	Khasanah	T-10

LESSON PLAN 1st CYCLE

School : SMPLB N Jepara
Subject : English
Class / Semester : VII C1/ 2
Allocated Time : 2 x 45 Minutes (90 Minutes)

I. Standard Competence

Understanding the concept of hungry and thirsty in the form of English.

II. Basic Competence

Mention the name of foods and beverages correctly.

III. Indicators

- a. Students are able to observe a picture.
- b. Students are able to answer or asked a question.
- c. Students are able to explain the content of text.

IV. Learning Objective

By the end of the lesson through scaffolding method, students are able to:

- a. Understanding the meaning of foods and beverages name after observe the picture.

- b. Answering and asking a question according to the material (foods and beverages)
- c. Mention the name of foods and beverages with pronunciation correctly.

V. Teaching Material

a. Vocabulary

FOODS	Meaning	BEVERAGES	Meaning
Rice	Nasi	Water	Air
Bread	Roti	Tea	Teh
Noodle	Mie	Coffee	Kopi
Chocolate	Coklat	Milk	Susu
Meatball	Bakso	Juice	Jus

b. Text

Fried Noodles are Yummy

Fried Noodles are Yummy.

Fried Noodles are fine.

I like Fried Noodles.

I eat them all the time.

I eat fried noodles in the morning.

I eat fried noodles at night.

I eat fried noodles when it's dark.

I eat fried noodles when it's light.

c. Sample of pictures



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VI. Teaching Method

- *Scaffolding Method*

VII. Learning Activities

a. Pre Activities (10 minutes)

1. Teacher enters the class and greets students. (religious, communicative)
2. Teacher asks students to pray together, and asks one student to lead it.
3. Teacher checks students' attendance.

b. Main Activities (75 minutes)

(Exploration)

1. Teacher stimulates students' mind by inviting them to respond to some question. (curious, creative, communicative)
2. Teacher gives warmer to students by showing a picture.
3. Teacher shows a picture.

(Elaboration)

1. Teacher gives brainstorming by asking students about their knowledge of food and beverages name.
2. Teacher gets down to a new topic that the class will learn. (curious, communicative)
3. Teacher doing assessment and the level of every students development to decide the Zone of Proximal Development (ZPD) through teachers help, friends, or learning environment
4. Teacher reads a text then repeated by students.

5. Teacher gives learning structure about the theme clearly based on the students standard development through: explanation, motivation and modelling. Here, the teacher give ten vocabularies about foods and beverages (communicative, discipline)
6. Teacher makes sure all students understood the material well.
7. Teacher asks the students to remember ten vocabularies.
8. Teacher helped the students to write the simple sentence about the theme correctly.
9. Teacher asks students if there is difficult word, and ask them to translate.

(Confirmation)

1. Teacher checks students' understanding by doing an exercise (discipline, independent).
 2. The students are asked to write a simple sentence with teachers' help (*communicative, creative*).
 3. Teacher asks the students to complete the sentences.
- c. Post Activities (10 minutes)
1. Teacher reviews the material that has been taught.
 2. Teacher closes the class.

VIII. Media

- Cue cards
- Visual scaffold

IX. Sources of Material

Book (Mukarto, "*Grow with English; an English Elementary School Students*", Jakarta: Erlangga, 2007)

X. Evaluation

1. Instrument : Test
2. Form : Written
3. Technique : Students are assigned to complete the sentences and match the word
4. Assessment guidance:
 - a. Every correct answer scored 10
 - b. Maximum score: $10 \times 10 = 100$
 - c. Maximum grade: 100
 - d. The students score : $\frac{\text{Achievement score}}{\text{Maximum score}}$

XI. The Test

Complete these words below with the correct answer!

(Lengkapi kata-kata di bawah ini!)

1. I eat b r _ _ d for breakfast.
2. My father eats m _ _ t b _ l l s for lunch.

3. We eat n _ o d _ e for dinner.
4. I eat c _ oco _ ate after dinner.
5. My mother eats ri _ e and soup every morning.

Match these words below!

(Jodohkan kata-kata di bawah ini!)

- | | |
|---------|--------|
| 6. Kopi | Tea |
| 7. Air | Milk |
| 8. Jus | Water |
| 9. Susu | Coffee |
| 10. Teh | Juice |

The answer

1. Bread
2. Meatballs
3. Noodle
4. Chocolate
5. Rice
6. Coffee = kopi
7. Water = air
8. Juice = jus
9. Milk = susu
10. Tea = teh

Semarang, 21st May 2015

Teacher

Researcher

Rima Rismawati, S.Pd.

Raikhatuz Zahroh

LESSON PLAN 2nd CYCLE

School : SMPLB N Jepara
Subject : English
Class / Semester : VII C1/ 2
Allocated Time : 2 x 45 Minutes (90 Minutes)

I. Standard Competence

Understanding the concept of hungry and thirsty in the form of English.

II. Basic Competence

Mention the name of foods and beverages correctly.

III. Indicators

- d. Students are able to observe a picture.
- e. Students are able to answer or asked a question.
- f. Students are able to explain the content of text.

IV. Learning Objective

By the end of the lesson through scaffolding method, students are able to:

- d. Understanding the meaning of foods and beverages name after observe the picture.

- e. Answering and asking a question according to the material (foods and beverages)
- f. Mention the name of foods and beverages with pronunciation correctly.

V. Teaching Material

d. Vocabulary

FOODS	Meaning	BEVERAGES	Meaning
Donut	Donat	Ice cream	Es krim
Egg	Telur		
Cake	Kue		
Fried chicken	Ayam goreng		
Fried rice	Nasi goreng		
Cheese	Keju		
Peanut	Kacang		
Soup	Sup		
Potato	Kentang		

e. Text

Read this dialogue!

Risma : what do you have?

Akbar : i have donuts. Do you want one?

Risma : yes, please.

Akbar : here.

Risma : thanks, yum. This is good.

Akbar : i know, i love donuts.

f. Sample of pictures



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VI. Teaching Method

- *Scaffolding Method*

VII. Learning Activities

- d. Pre Activities (10 minutes)

1. Teacher enters the class and greets students. (religious, communicative)
 2. Teacher asks students to pray together, and asks one student to lead it.
 3. Teacher checks students' attendance.
- e. Main Activities (75 minutes)

(Exploration)

4. Teacher started the lesson by motivating the students and continued with ice breaking to make students more enjoy to join the class.
5. Teacher stimulates students' mind by inviting them to respond to some question. (curious, creative, communicative)
6. Teacher gives warmer to students by showing a picture.
7. Teacher shows a picture.

(Elaboration)

10. Teacher gives brainstorming by asking students about the material that have been discussed last week.
11. Teacher gets down to a new topic that the class will learn. (curious, communicative)
12. Teacher doing assessment and the level of every students development to decide the Zone of Proximal Development (ZPD) through teachers help, friends, or learning environment

13. Teacher reads a text then repeated by students.
14. Teacher gives learning structure about the theme clearly based on the students standard development through: explanation, motivation and modelling. Here, the teacher give ten new vocabularies about foods and beverages (communicative, discipline)
15. Teacher makes sure all students understood the material well.
16. Teacher asks the students to remember ten vocabularies.
17. Teacher helped the students to write the simple sentence about the theme correctly.
18. Teacher asks students if there is difficult word, and ask them to translate.
(Confirmation)
4. Teacher checks students' understanding by doing an exercise (discipline, independent).
5. The students are asked to write a simple sentence with teachers' help (*communicative, creative*).
6. Teacher asks the students to complete the sentences.
- f. Post Activities (10 minutes)
 3. Teacher reviews the material that has been taught.
 4. Teacher closes the class.

VIII. Media

- Cue cards
- Visual scaffold

IX. Sources of Material

Book (Mukarto, "*Grow with English; an English Elementary School Students*", Jakarta: Erlangga, 2007)

X. Evaluation

5. Instrument : Test
6. Form : Written
7. Technique : Students are assigned to complete the sentences and match the word
8. Assessment guidance:
 - e. Every correct answer scored 10
 - f. Maximum score: $10 \times 10 = 100$
 - g. Maximum grade: 100
 - h. The student's score : $\frac{\text{Achievement score}}{\text{Maximum score}}$

XI. The Test

Complete these words below with the correct answer!

(Lengkapi kata-kata di bawah ini!)

1. My mother gives me d _ n _ t .
2. I like e _ g and milk.

3. She eats pe _ nu _.
4. Lala drinks tea and eats s _ u _ for lunch.
5. We bring ice c _ e _ _ in the class.

Match these words below!

(Jodohkan kata-kata di bawah ini!)

- | | |
|----------------|---------------|
| 6. Ayam goreng | Potato |
| 7. Nasi goreng | Cake |
| 8. Kue | Fried chicken |
| 9. Keju | Fried rice |
| 10. Kentang | Cheese |

The answer

1. Donut
2. Egg
3. Peanut
4. Soup
5. Ice cream
6. Ayam goreng = Fried chicken
7. Nasi goreng = Fried rice
8. Kue = Cake
9. Keju = Cheese
10. Kentang = Potato

Semarang, 28th May 2015

Teacher

Researcher

Rima Rismawati, S.Pd.

Raikhatus Zahroh

Fried Noodles are Yummy

Fried Noodles are Yummy.

Fried Noodles are fine.

I like Fried Noodles.

I eat them all the time.

I eat fried noodles in the morning.

I eat fried noodles at night.

I eat fried noodles when it's dark.

I eat fried noodles when it's light.

Match the word below!

Jodohkan kata-kata di bawah ini!

Roti	Rice
Kopi	Tea
Nasi	Milk
Jus	Water
Mie	Bread
Susu	Coffee
Air	Noodle
Teh	Juice
Coklat	Meatball
Bakso	Chocolate

Match the word below!

Jodohkan kata-kata di bawah ini!

Es krim	Donuts
Donat	Peanut
Kacang	Ice cream
Sup	Soup
Ayam goreng	Cheese
Nasi goreng	Cake
Kue	Fried chicken
Keju	Fried rice
Kentang	Egg
Telur	Potato

Complete this sentences below with the correct answer!

1. I eat **c _ _ n** in the morning.
2. My sister eats **b _ na _ _** for lunch.
3. They eat **ca _ _ a v _** for dinner.
4. Rara eats **p _ r _ i _ ge** after dinner.
5. My mother eats **ri _ e** and soup every morning.

Match the word below!

Jodohkan kata-kata di bawah ini!

Air	Iced Tea
Susu	Milk
Sirup	Water
Es teh	Juice
jus	Syrup



The researcher was collaborated with the English teacher in Seven class



The researcher gave explanation related to the material in the first Cycle



The researcher helped the students to do the task



The researcher gave ice breaking in the second cycle

CURRICULUM VITAE



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The Resercher,

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