

INSTRUCTIONAL STRATEGIES SELECTED BY TEACHER TO HELP MENTALLY RETARDED STUDENTS OF SPECIAL SCHOOL FOR THEIR ENGLISH VOCABULARY DEVELOPMENT

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Abstrak

Penelitian ini ditujukan untuk mencari tahu apa sajakah strategi instruksional dari Marzano yang dipilih oleh guru untuk membantu perkembangan kosakata bahasa Inggris bagi siswa tuna grahita. Penelitian ini juga bertujuan untuk mencari tahu bagaimana guru menerapkan strategi instruksional yang telah dia pilih. Dasar dari penelitian ini menggunakan desain deskriptif kualitatif. Melalui beberapa observasi serta wawancara, peneliti menemukan bahwa dari delapan strategi instruksional dari Marzano, guru hanya memilih tujuh di dalam membantu perkembangan kosakata bahasa Inggris bagi murid tuna grahita di sekolah khusus. Strategi instruksional yang dipilih tersebut adalah: *identifying similarities, note taking, reinforcing effort and providing recognition, practice, nonlinguistic representation, setting objectives and providing feedback, and cues also questions*. Di dalam satu pertemuan, guru mengkombinasikan lebih dari satu strategi instruksional. Semua strategi instruksional tersebut dipilih berdasarkan dari karakteristik para siswa tuna grahita yaitu; tidak mandiri, kurang mempunyai rasa percaya diri, lemah di dalam mengingat dan berpikir abstrak. Di dalam penerapan strategi instruksional yang dipilih, selama empat kali tatap muka, guru tidak melaksanakan satu teknik untuk satu kali pertemuan, namun guru menggunakan lebih dari satu strategi instruksional. Penerapan dari strategi instruksional yang dipilih oleh guru tersebut dibagi menjadi tiga tahapan kegiatan; pra, kegiatan inti dan pasca. Pada saat pra-kegiatan, guru lebih sering mengenalkan siswa kepada tujuan pembelajaran. Di dalam pasca-kegiatan, guru seringkali memotivasi siswa dengan memberikan beberapa nasihat. Sedangkan siswa dari strategi instruksional yang dipilih seperti; *identifying similarities, note taking, providing recognition, practice, nonlinguistic representation, providing feedback, cues and questions*, dilaksanakan pada kegiatan inti. Selebihnya, semua strategi instruksional yang terpilih beserta penerapannya adalah panduan bagi guru atau praktisi edukasi lainnya ketika berhadapan dengan murid tuna grahita, khususnya tentang perkembangan kosakata bahasa Inggris.

Kata Kunci: Strategi Instruksional, murid tuna grahita, penerapan.

Abstract

This research is aimed to find out the teacher's selection on Instructional strategies which are proposed by Marzano to help mentally retarded students of special education for their English vocabulary development. This research is also trying to find out how the teacher implemented his selections among Marzano's instructional strategies. The base of this research is using descriptive qualitative as research design and through observations also interview, the researcher found out that among eight instructional strategies which are based on Marzano's Instructional Strategies, the teacher choose only seven instructional strategies in helping mentally retarded students of special school for their English vocabulary development, they are: *identifying similarities, note taking, reinforcing effort and providing recognition, practice, nonlinguistic representation, setting objectives and providing feedback, and cues also questions*. In one meeting the teacher combines more than one instructional strategies. All of those instructional strategies were selected by the teacher based on students' characteristics; dependent, less in confidence, weak in memorizing and thinking something abstractly. In implementing the selected instructional strategies, during four meetings the teacher did not use one technique for one meeting, but he used more than one instructional strategies in one meeting. The implementation of those selected instructional strategies was divided into three stages of activity, pre, whilst and post. The data from field notes show that in pre

activity, the teacher mostly introduced the students to the lesson objective. In post activity, the teacher usually reinforced students' effort by saying some advices to them. The rest of the selected instructional strategies; identifying similarities, note taking, providing recognition, practice, nonlinguistic representation, providing feedback, cues and questions, were conducted in whilst activity. Moreover, all of those selected instructional strategies and their implementation are the exemplary guides for the teachers or other educational practitioners when they are engaging with mentally retarded students at language competency, especially for English vocabulary development.

Keywords: Instructional strategies, mentally retarded students, implementation

INTRODUCTION

Everybody in this world cannot deny that English is an international language and it is important for everyone to learn about it so they can communicate globally. Many people in EFL / ESL area, especially Indonesia, are desired to master English as their basic competence in order to be globally minded person. In fact, English mastery is not a simple deal. It envelops four basic skills and also three components which are attached to them; they are listening, speaking, reading, writing and the components such as grammar, vocabulary and pronunciation. All of those skills and components are binding together and cannot be separated. Since those skills and components cannot be separated, people who are learning English will face some activities which are engaging some skills and also components in a package. For example; speaking and vocabulary also pronunciation, listening and writing also grammar, etc. But sometimes people tend to leave the "components group" because many of them think that English components have no big rule in their English mastery, as long as they can listen to English words well and speak them out also read an English text and can write some new compositions, these are all enough.

The components of English have a vital role for the mastery process itself, especially for the vocabulary. Vocabulary is one of the English components which has "important" part to develop someone's basic knowledge about words storage; including the meaning and the use of the words. Not only English but all languages in this world will put vocabulary as one of the aspects which cannot be left behind. Vocabulary is generically defined as the knowledge of words and word meanings (Butler et al., 2010; Fernandes, 2006). Stahl (2005) states that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. In other words, vocabulary does not always talk about the meaning of words but also how those words can be used well in all aspects of human life. Vocabulary is part of language, no matter what languages an individual learns, vocabulary cannot be separated from it, including English. Known as the

component of a language makes vocabulary is necessary to be learnt as well as the other elements of that language.

Knowing the fact that English is important for communication and it is quite difficult to learn English, many schools and other formal educational institutions, especially in Indonesia, try to provide the best service for their students to learn English. There are two common types of school in Indonesia, segregated and integrated school. Segregated school is aimed for managing some special needs / disabled students (SLB) and it has several types based on the "need" of the students. There are SLB A for blind, SLB B for deaf, SLB C for mentally disabled, SLB D for physically disabled, SLB E for socially disabled and SLB F for multiple disabilities. Integrated school is another term of common school in Indonesia, which the students are coming from normal students. However, in accordance with the development of era, there is a new term of education service existed in Indonesia, called by special education. Special education is kind of school which serves special needs students who are coming from any type of disabilities or students who have superior intelligences like indigo. This education service can be conducted inclusively which the education or teaching and processes take a part of common schools or regular schools, so those "special" students will have their seats with common students in inclusive school. Special education can also be done in special schools for elementary and intermediate level, separately with other common schools or regular schools.

In special education which is conducted in special school, again, English has its important part. It is taught as primary material in terms of foreign language or second language in school. English as primary material means English is in one package of skills and its components and that package will be delivered to the students in the process of English mastery. Vocabulary also has its part in this section and its development will have big contribution on that mastery process. Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication (Schwartz & Raphael, 1985). Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also

determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. One of the important aspects of this English vocabulary development which cannot be forgotten is teacher. Since in special education service which is conducted in special school. Teacher must have very good skills and also knowledge about what his or her students need and like. It is not an easy deal to teach "special" students which are coming from any disabilities or extreme superiority, especially for those who deal with mentally retarded students or "*Tuna Grahita*". Teaching regular students might be quite common in this context, but teaching mentally retarded students might be a challenge. It is obvious that teacher should be able to engage with them in order to make the deliverance of knowledge or the transfer of some knowledge become smooth and successful. Another unfortunate fact shows that in special school, especially in Indonesia, the government under the ministry of education have not regulated any kind of excellent curriculum for mentally retarded students in special school. This phenomenon causes the absence of teaching and learning *modul*, national examination and some also supportive learning aids for them. Those circumstances can make the task of the teacher becomes more severe as a means of supporting material such as books and teaching aids are not available.

Engaging with mentally retarded students in teaching and learning context means there should be some adjustments in certain aspects since they are not the same as regular students in common. The differences between special need students; especially mentally retarded and regular one could create a gap and also problems that will distress teacher, but one of the keys to solve this depends on how the teacher can effectively deliver the material or knowledge to the students. Focusing on mentally retarded students, how the teacher can deliver or transfer the knowledge with a proper way and good engagement to the students themselves is necessary to be done in order to meet the goal of the study, in this case is vocabulary development. There are a lot of ways or techniques which can help teacher to do that, one of them is called by instructional strategies. Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals (AlbertaLearning, 2002). These strategies drive teacher's instruction as they work to meet specific learning objective. Effective instructional strategies meet all learning styles and development needs of the learners and can also be used across grade levels and subject areas, and can accommodate a range of

student differences. It is obvious that these instructional strategies can be implemented in inclusive school as the area of focus and for special need students as the focus of subject. Instructional strategies can motivate students and help them focus attention, organize information for understanding and remembering and monitor also assess learning (AlbertaLearning, 2002; Marzano, Norford, & Paynter, 2001). Knowing those effects and benefits for the students, these instructional strategies could be very guaranteed answer for the problem which will come when facing students with special needs for their retarded mental in context of teaching and learning English, especially in terms of vocabulary development. Despite all the facts that instructional strategies could be beneficial, but many problems can appear since there are many techniques in instructional strategies and teacher will possibly difficult to find or to select the best technique to engage with specific students, in this case is mentally retarded students, so it is all depend on teacher's selection.

Based on several phenomena above, in this study, the researcher wanted to explore what instructional strategies are selected by teacher to help the mentally retarded students in inclusive school for their English vocabulary development and also observed the implementation of the instructional strategies which are selected by the teacher, still for the same aim.

METHOD

The researcher conducted descriptive research and used qualitative approach. Wyk (2000) says in his journal that the main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) factors or variables that pertain or are relevant to the research question. Then if descriptive research is done qualitatively on its analysis, it is called descriptive qualitative design (Lambert & Lambert, 2012). They said in their journal that the goal of descriptive qualitative studies is a comprehensive summarization, in every day terms, of specific events experienced by individuals or groups of individuals. This study engages with the senior high school students of eleventh grade in special school of Seduri, Mojokerto, focusing on mental retarded students. But since this study only focused on English teacher who worked in special school, especially who handled the eleventh grade of mentally retarded students for their English learning, then the focus subject for this study was the English teacher who teaches that class. The English teacher was observed and interviewed in order to get the data about what instructional strategies were selected by him to help the mentally retarded students in their vocabulary development and how he implemented those selected instructional strategies in his classroom as

well. The first data exerted for this study are notes. Notes are acquired from field notes of the researcher on the research field and it catches all the activities in the research field during the research time. The second data for this study are teacher interview result. Teacher interview result was obtained from interview which was conducted by the researcher toward the teacher who works in special school and deals with common special need students. For this research, the researcher conducted data analysis using the analysis steps of which proposed by Miles and Huberman (1994). The researcher did research on field in order to gain the data. And then the researcher collected all the data and conceptualized them all. Among all the data collected, the researcher marked the data with the most important, important, less important and unimportant one. After that, the researcher did eliminate the unimportant and less important data out of qualification. All important data were coded by the researcher in order to assign and classify the meaning of all the data. After doing data coding, the researcher presented the data into matrix data to put the data into categories of selected instructional strategies and implementation. The next phase is examining the relationship. The researcher examined the relationship between selected strategies, their implementations and also students' vocabulary development. In this phase, the researcher combined two groups of data based on selected instructional strategies to help students' vocabulary development and their implementation into one work field. From both matrix data, the researcher examined the relationship between selected instructional strategies also their implementation and students' vocabulary development. From this relationship the researcher got strong data that will be presented in descriptive explanation. After that, from all the data which were already structured in descriptive explanation, the researcher arranged an outline in order to create conclusion. The outline consists of the selected instructional strategies and how the teacher implemented them also some additional points like challenges during the implementation. After arranging the outline, the researcher consulted back to the matrix data to check in order to authenticate the outline, so good conclusion could be constructed. And finally, the researcher constructed a forceful summary based on the outline.

FINDINGS AND DISCUSSION

Vocabulary is one of the components of English language. Butler et al. (2010) state that vocabulary is one of the English components which has "important" part to develop someone's basic knowledge about words storage; including the meaning and the use of the words. In English mastery process, especially when it is conducted

at school context, vocabulary is somehow, attached to the English main skills; listening, speaking, reading and writing, and it cannot stay alone in independent context of learning. However, that fact is only occurring for regular students in common. Mentally retarded students; who are the subject focus of this study, experience another fact when they are learning English. Based on introductory observation which was conducted before the main observations by the researcher reveals that English for mentally retarded students is about developing their vocabulary or words storage. In fact, mentally retarded students have lower capability in digesting and producing any proper language signs for communicating in various contexts including society and school (Shea, 2006). However, it does not mean that mentally retarded students cannot improve their communication skills in their major tongue language or in foreign language, in this case is English. The context of communication skill of mentally retarded person is stated in very basic area. They cannot listen well, speak properly or even read and write smoothly without the knowledge of words or vocabulary (Ahmad & D.B.Phalke, 2009; Shea, 2006). The knowledge of vocabulary is related to how the individual person can store as many as possible new words or vocabulary and use them in proper time and manner (Hatch & Brown, 1995). It is crystal clear that the knowledge of vocabulary affects much in the process of communication skill development of mentally retarded person (or students in educational context). Focusing on educational context or school and also the way how that vocabulary knowledge can be developed well, teacher has a vital role in it. Mentally retarded students are mostly dependent and they will need someone to direct them to absorb any kind of knowledge for their educational development (HKSAR, 2008; Shea, 2006). So it is true that teacher has vital role in helping them for their communication development or in this context of study is about English vocabulary development.

The result of four field notes shows the choice of the teacher, in the terms of technique that can help mentally retarded students to absorb new knowledge in the context of English vocabulary development. Those techniques are based on Marzano's Instructional Strategies (2001), which an assorted of techniques that can help the students to be independent in selecting their own learning strategies for their language development.

Marzano (2001) divides instructional strategies into several techniques which can be really helpful for the teacher in helping his or her students for their language development, in this case is English vocabulary development. They are: a) Identifying Similarities and Differences, b) Summarizing and Note Taking, c) Reinforcing Effort and Providing Recognition, d)

Homework and Practice, e) Nonlinguistic Representations, f) Setting Objectives and Providing Feedback, g) Generating and Testing Hypotheses Cues, and h) Questions and Advanced Organizers. Those techniques are included in language competence area, so all of those techniques are relevant to the language mastery. This study was based on Marzano's Instructional Strategies (2001) which include all of the techniques above. Furthermore, the researcher tried to find what techniques which are included in instructional strategies proposed by Marzano (2001) were selected by the teacher to help mentally retarded students of special school in their English vocabulary development.

Since mentally retarded students are mostly dependent to someone else (HKSAR, 2008; Shea, 2006), the selection from those instructional strategies are the excellences in making them to be more developed or independent in achieving communication skills. From eight major instructional strategies, the teacher chose seven techniques when engaging with mentally retarded students in the classroom context, especially for English vocabulary lesson. The first technique is identifying similarities and differences. For this instructional strategies, the teacher showed the students the similar sound in English and their major tongue language (Javanese). It is a smart way how the teacher made a representation of strange word (English) with the familiar word (Javanese) and showed it to the students. The implementation of identifying similarities which is represented with similar sounds can improve students memorizing capability. Butler et al. (2010) state that learning vocabulary is not always about how an individual absorbs the word from outer sources but also remembers it as the process of storage in long term memory. By giving mentally retarded students a similar sound from their major tongue language as the representation of strange sounds (new knowledge), it will enforce students' ability to think in abstract. Mentally retarded students have low ability in thinking something abstract. The teacher interview result shows a fact that if mentally retarded students are only driven to think something in an abstract way, they cannot follow it, however, if the teacher shows them a representation from their real world, such as real objects, sounds or realia, they can understand the information well. Giving a familiar sound in their major tongue will help them to absorb the information or knowledge smoothly and of course, they can remember it well.

The second major instructional strategies are summarizing and note taking. In this case, the teacher is often asking their students to take some notes about the lesson that they learnt on that day. Mueller and Oppenheimer (2013) state that note taking has great

advantage toward an individual's word arranging and written composition abilities. When an individual is starting to write, they will also get a training for their psychomotor and cognitive senses, as long as their finger is moving and producing written output, that process will sharpen their sensitivity in recognizing some mistakes. Their statement is also supported by Shea (2006), she states that note taking activity will help mentally retarded person or in this case is students for their word composition. Based on teacher interview result, note taking for mentally retarded students can also be an excellent benefit for them as alternative way in knowledge storage. Students can easily recall their notes when they face some difficulties in the future.

Reinforcing effort and providing recognition are the third major instructional strategies that the teacher selected. In reinforcing students' effort, the teacher gave several advices when he was closing the meeting. Those advices were usually about the command for the students to re-learn the materials and also the future effects if they keep learning the materials. This reinforcing effort technique works like cause and effect terms, when students learn the material more, the more advantages they will get in the future. For mentally retarded students, it is important to give them an injection of spirit or motivation to learn something more. Ahmad and D.B.Phalke (2009) state that commonly mentally retarded students have less confidence in learning. It is majorly caused by social influence that force them to be introvert person in every aspect of their life. The fact that sometimes people in society, especially in underdeveloped countries, are not too kind with special needs. Although there are some special need people are surviving that circumstances, but still, that factual force from society somehow restricts the confidence level of several special need people, especially the mentally retarded one. According to the facts above, giving the students some enforcements in reminding them to keep their efforts in learning is a good way to build their confidence. Another technique which is also included in these major instructional strategies is providing recognition. It is showed by the teacher with Indonesian meaning and also simple form of pronunciation guide written on the blackboard. According to the field notes, when the teacher wrote some English words on the blackboard, he attached the Indonesian meaning of each word and also their pronunciation guide in simple forms, for example *blek* (black), *greip* (grape), *eipel* (apple), *shu* (shoe) and so on. In teacher interview result, the main reason why the teacher attached those features along with English vocabularies because the students need very clear explanation of something. It means the students need a written pronunciation guide or phonological feature from

a word than just a spoken pronunciation without any transcription. HKSAR (2008) states that mentally retarded students need more visual recognition not abstract recognition. It means they will more understand to digest a written word than only a spoken word. By providing such written recognition, mentally retarded students can absorb the information better than when they have to listen to them.

The fourth major instructional strategies are homework and practice. For these major instructional strategies, teacher selected practice as the technique to be given to the students. Related to the English vocabulary development, the teacher conducted pronunciation practice for each student in the classroom. According to the teacher interview result, practice is important for mentally retarded students. By practicing, they can sharpen their memory and also their capability in saving the input knowledge. Chickering and Gamson (1987) state that practice makes the input knowledge will be stored longer than input knowledge which is gained without practicing. The teacher's statement is also supported by Shea (2006) who states that mentally retarded person needs to speak some words again and again, listen to a sound again and again, and also do something again and again in order to absorb the information perfectly. Then, it is obvious that practice is really helpful for mentally retarded students. Practicing, in this case is related to vocabulary development, when someone is learning new words, he or she needs to practice in speaking or pronouncing those words in order to absorb the information and also store those words in their memory. Mentally retarded students need to practice too, when they are learning new vocabulary, whether they are practicing to write the words or pronouncing the words. Since their ability is somewhat lower than the other students in common (Ahmad & D.B.Phalke, 2009; HKSAR, 2008; Shea, 2006), then the intensity of practice need to be multiplied or more intensive.

Nonlinguistic representation is the fifth technique that is part of instructional strategies, which was selected by the teacher. Nonlinguistic representation means out of linguistic context which can be presented in the form of objects or sound (Marzano et al., 2001). For this session, the teacher gave the students his own drawing about fruits. The teacher provided the pictures of his own drawing to support the English vocabulary lesson. This nonlinguistic representation is working like identifying similarities and differences, which is relating something into reality. Since mentally retarded students cannot think in abstract way properly and they also have limited ability in memorizing something, then they probably know there is an object named apple because they see the fruit, but when there is no real object (of an apple) in front of them, they probably

will never know that such object is existed (Ahmad & D.B.Phalke, 2009; Reynolds, Ellis, & Kiland, 1953; Shea, 2006). The teacher said in his interview that mentally retarded students need real object, whether it is color palette, fruits, things or other objects. They cannot create abstract imagination without an example of real object, hence the teacher provided some fruit drawings when he was teaching English vocabulary to them.

The sixth instructional strategies which are selected by the teacher are setting objectives and providing feedback. According to the teacher interview result, he always introduced the lesson objectives to the students when he was starting the class. The teacher said that if the students know what they are going to learn, they can follow the rest of lesson smoothly. In Marzano's Instructional Strategies (2001), setting objectives is related to the teacher's model of the lesson. It is about how the teacher sets the class to achieve the goal. Based on field notes, the teacher mostly introduced the goal of the lesson, which is to learn English vocabulary. From that introduction, the students can imagine what they are going to learn and also what they are going to achieve, and finally they can follow the lesson well.

Providing feedback is one of the most important part in teaching mentally retarded students. For regular students in common, feedback is valuable force to enhance their spirit and also recognize their own mistake. But for mentally retarded students, feedback is an excellent thing to sharpen their confidence. Like what Ahmad and D.B.Phalke (2009) stated in their journal, mentally retarded people are commonly having less confidence than other regular people. In the classroom context, providing feedback in the form of compliment or even rewards will enrich their confidence in trying and learning something. Students will not be bothered by their fear in making mistake.

The last or seventh major instructional strategies are cues, questions and advance organizers. Based on the field notes, the teacher was often playing with cues when engaging with the students. For example, when the teacher asked a student but he could not answer it, instead of giving the same question, the teacher gave the student several options which represent the question, for example, instead of asking the students about colors, the teacher gave green, red, white, yellow as the options for the students, so the students can choose one of them. Finally the student was capable to answer that question. In another session, the teacher showed some gestures as cues when asking a student to guess the meaning of an English word and the teacher also sang a song in order to make a student remember about something. All of those activities are excellent to be conducted for mentally retarded students. By giving them cues, they can be triggered to

think and guess, both process are important in human cognitive sense development, especially for mentally retarded person (Hilbert, 2002; Shea, 2006). Furthermore, the teacher also gave the students several questions toward the lesson. Questioning the students is commonly happening at school, but for mentally retarded students, question session could be so beneficial for them. Based on field notes, the teacher gave the students some questions based on the material, mostly about how to pronounce certain words. Based on teacher interview result, the reason why the teacher delivers some questions to the students, even sometimes he repeats it again and again, is because he wants to make the students more understand about the material. By asking them they will know and will remember. The teacher also gave variety in questioning the students by mixing it with cue. The teacher also showed a special question for a mentally retarded student and also a mute deaf by mixing verbal question and sign language.

In summary, the teacher selected seven major instructional strategies out of eight which are proposed by Marzano, they are identifying similarities, note taking, reinforcing effort and providing recognition, practice, nonlinguistic representation, setting objectives and providing feedback, and cues also questions. All of those instructional strategies were selected by the teacher based on the characteristics of mentally retarded students themselves. All of them are excellent selections or recommendations for the teacher to engage with mentally retarded students' language competency, especially in their English vocabulary development.

During four meetings, the teacher implemented those selected instructional strategies into several stages, pre, whilst and post activity. Based on those stages, in one meeting, the teacher combined not only one major instructional strategies but more than one instructional strategies. The data from field notes show that in pre activity, the teacher mostly introduced the students to the lesson objective. In post activity, the teacher usually reinforced students' effort by saying some advices to them. The rest of the selected instructional strategies; identifying similarities, note taking, providing recognition, practice, nonlinguistic representation, providing feedback, cues and questions, were conducted in whilst activity.

In the first meeting, there were ten indicators of selected instructional strategies for their implementation. The first indicator shows that the teacher drew some objects, it is the implementation for nonlinguistic representation. The second indicator shows the providing recognition technique by presenting Indonesian meaning from each English words. The third indicator shows the note taking activity, the teacher asked his students to take some notes. The fourth indicator shows pronunciation

practice, the teacher asked the students to follow his pronunciation towards the English words on the blackboard. The fifth indicator shows the questioning activity. The sixth indicator shows a feedback in the forms of compliment. The seventh indicator also shows a feedback in the form of recasting the word. The eighth and ninth indicators show giving cues activity. The teacher tried to help the students in answering the question by giving cues. And the last indicator, the tenth, shows that the teacher reinforced students' effort by giving advices at the end of the lesson.

In the second meeting, there were nine indicators of instructional strategies which were selected by the teacher. First indicator shows that the teacher introduced learning objectives, the second indicator shows that the teacher delivered a question toward the students, the third indicators shows that the teacher gave the students a long cue, instead of asking the students the same question. The fourth indicator shows that the teacher provided similarities between the sound "black" in English and "blek" in Javanese, the fifth indicator shows that the teacher gave the student a cue in order to make her remember about something that she had talked. The sixth indicator shows that the teacher gave feedback to the students in the forms of compliment. The seventh indicator shows that the teacher asked the students to practice the pronunciation of English words. The eighth indicator shows that the teacher asked the student to take some notes toward the lesson, and the last indicator, the ninth, shows that the teacher reinforced students' effort to re-learn the lesson.

In the third meeting, there were seven indicators of selected instructional strategies. The first indicator shows that the teacher exposed the learning objective to the students, the second indicator shows that the teacher appraised the students, it means that teacher was giving feedback. The third indicator shows that the teacher gave the students questions, the fourth indicators shows that the teacher gave cue to the students in the form of dotted line and this dotted line should be fulfilled by the students by their own name. The fifth indicator shows that the teacher asked the students to take notes toward the lesson, the sixth indicator shows that the teacher gave a reward or feedback in the form of candies (reward), and the last indicator, the seventh, shows that teacher reinforced students' effort to re-learn the lesson on that day.

And finally, in the fourth meeting, there were seven indicators of selected instructional strategies. The first indicator shows that the teacher introduced the learning objective to the students. The second indicator shows that the teacher gave cue to a student which was combined by gesture or act from the teacher. The third indicator shows that the teacher also gave the student cue, but in this

indicator, the teacher used the mixture of cue and also song in helping a student to remember the answer. The fourth indicator shows that the teacher asked a question which was mixed by cue to a student. The fifth indicator shows that the teacher gave a feedback in the form of compliment towards a student's answer. The sixth indicator shows that the teacher gave a cue to a student by mixing both of sign language and verbal language. And the last indicators shows that the teacher reinforced the students' effort by giving advice to keep learning, especially toward the lesson on that day.

CONCLUSION AND SUGGESTIONS

Based on thorough analysis, explanation and elaboration upon the data on chapter Four in this study, it can be concluded that among eight instructional strategies which are based on Marzano's Instructional Strategies (2001), the teacher chose only seven instructional strategies in helping mentally retarded students of special school for their English vocabulary development, they are: identifying similarities, note taking, reinforcing effort and providing recognition, practice, nonlinguistic representation, setting objectives and providing feedback, and cues also questions. All of those instructional strategies were selected by the teacher based on students' characteristics; dependent, less in confidence, weak in memorizing and thinking something abstractly. Furthermore, all of those selected instructional strategies are excellent guides for the teachers or other educational practitioners when they are engaging with mentally retarded students at language competency, especially for English vocabulary development. During four meetings, the teacher implemented those selected instructional strategies into several stages, pre, whilst and post activity. Based on those stages, in one meeting, the teacher combined not only one major instructional strategies but more than one instructional strategies. The data from field notes show that in pre activity, the teacher mostly introduced the students to the lesson objective. In post activity, the teacher usually reinforced students' effort by saying some advices to them. The rest of the selected instructional strategies; identifying similarities, note taking, providing recognition, practice, nonlinguistic representation, providing feedback, cues and questions, were conducted in whilst activity.

Mentally retarded students are special students and should not be abandoned in educational context. They deserve the same rights as regular students in common. Regarding to this context, the researcher suggests to the teacher of mentally retarded students at school, to be more aware in selecting the proper techniques or treatments for the students because the teacher is the source of everything toward mentally retarded students. Teacher

should be care toward the students, they should also be more attractive in conducting teaching and learning process. And the next suggestion is aimed to educational stakeholders in national area to provide proper materials and facilities for mentally retarded students nationally, so they can get the same rights as regular students in common have. Finally, this study can be an inspiration for the other researchers which focus on English vocabulary development or mentally retarded students. The next researchers are hoped that they can invent some new researches in those fields.

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