

**Facilitating Mentally Retarded Students in Learning English
Vocabulary through Rolling Ball Media at SLB BC Sasanti
Wiyata Surabaya**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Nabilah. Alfufatin (2021). *Facilitating Mentally Retarded Students in Learning English Vocabulary through Rolling Ball at SLB BC Sasanti Wiyata Surabaya*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Advisor II: Hilda Izzati Madjid, MA

Keyword: *Mentally Retarded Student, Vocabulary, Rolling Ball media, SLB*

Each student has different needs and characteristics, and teachers must adapt learning techniques according to the needs and characteristics of students for successful learning. Learning media is one of the methods or tools used in the teaching and learning process. This is done to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals. This also applies when teaching mentally retarded students, teachers can use the media to change information effectively. Rolling ball is one of the media that can be used by teachers in teaching English vocabulary to mentally retarded students. This study aims to describe the use of Rolling Ball Media to facilitate mentally retarded students in learning English vocabulary and to find out what the mentally retarded students' responses toward the use of Rolling Ball Media in Learning English vocabulary. The subject of this research are the English teacher and mentally retarded students who have experience in teaching English vocabulary using rolling ball media at SLB Sasanti Wiyata Surabaya. The researchers use a descriptive qualitative method. The researchers found that the use of rolling ball learning media has been going well. A rolling ball was used as an evaluation in the vocabulary learning process. By using rolling ball, mentally retarded students can easily remember the vocabulary that has been studied previously because in the rolling ball media there are many game activities that students can do. Learning using 'rolling ball' as a teaching medium can improve the English vocabulary of mentally retarded students. Mentally retarded students can increase the sense of brotherhood between friends and teachers easily and effectively, and also, with this media, mentally retarded students can remember and understand lessons.

ABSTRAK

Nabilah. Alfufatin (2021). *Facilitating Mentally Retarded Students in Learning English Vocabulary through Rolling Ball at SLB BC Sasanti Wiyata Surabaya*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Advisor II: Hilda Izzati Madjid, MA

Kata Kunci: *Siswa Tunagrahita, Kosakata, Media Rolling ball, SLB*

Setiap siswa memiliki kebutuhan dan karakteristik yang berbeda, dan guru harus menyesuaikan teknik pembelajaran sesuai dengan kebutuhan dan karakteristik siswa untuk keberhasilan pembelajaran. Media pembelajaran merupakan salah satu metode atau alat yang digunakan dalam proses belajar mengajar. Hal ini dilakukan untuk merangsang pola belajar guna menunjang keberhasilan proses belajar mengajar sehingga kegiatan belajar mengajar dapat efektif dalam mencapai tujuan yang diinginkan. Hal ini juga berlaku ketika mengajar siswa tunagrahita, guru dapat menggunakan media untuk mengubah informasi secara efektif. Rolling ball merupakan salah satu media yang dapat digunakan oleh guru dalam mengajarkan kosakata bahasa Inggris kepada siswa tunagrahita. Penelitian ini bertujuan untuk mendeskripsikan penggunaan Media Rolling Ball untuk memudahkan siswa tunagrahita dalam mempelajari kosakata bahasa Inggris dan untuk mengetahui bagaimana tanggapan siswa tunagrahita terhadap penggunaan Media Rolling Ball dalam pembelajaran kosakata bahasa Inggris. Subjek penelitian ini adalah guru bahasa Inggris dan siswa tunagrahita yang memiliki pengalaman dalam belajar mengajar siswa tunagrahita dan guru bahasa Inggris yang memiliki pengalaman dalam mengajar kosakata bahasa Inggris dengan menggunakan media rolling ball di SLB Sasanti Wiyata Surabaya. Peneliti menggunakan metode deskriptif kualitatif. Peneliti menemukan bahwa penggunaan media pembelajaran rolling ball berjalan dengan baik. Media rolling ball digunakan sebagai evaluasi dalam proses pembelajaran kosa kata. Dengan menggunakan bola guling, siswa tunagrahita dapat dengan mudah mengingat kosakata yang telah dipelajari sebelumnya karena dalam permainan rolling ball terdapat banyak kegiatan permainan yang dapat dilakukan siswa. Pembelajaran menggunakan 'rolling ball' sebagai media pengajaran dapat meningkatkan kosakata bahasa Inggris siswa tunagrahita. Siswa tunagrahita dapat meningkatkan rasa persaudaraan antara teman dan guru dengan mudah dan efektif, dan juga dengan media ini siswa tunagrahita dapat mengingat dan memahami pelajaran.

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CHAPTER I

INTRODUCTION

This chapter explains what will be investigated, what the indicators are, limitations, the definitions of related terminology, and why the objectives are, the significance of the study, the scope and researcher conduct the research. The researcher displays some points in response to the headings.

A. Background of the study

Education is the main factor that can lead a country to the gate of progress. To make it happen, people's access to education should be opened as widely as possible without discrimination, including for children with disabilities.¹ In the *UUD 1945 pasal 31 ayat 1*, in general, it discusses the rights and obligations of citizens in the field of education; it means that every citizen of the country has the right to education (without exception). Thus, be it the rich, the poor, or people with any background in Indonesia, they still have the right to education. Not only for rich or poor people, but education is also for normal people or for people with special needs. Nowadays, education for special students is divided into two types: inclusive schools and schools for special needs (SLB). SLB (*sekolah luar biasa*) is a school for children who have special needs. It likes dumb children, blind children, mentally retarded students, or disabled students.

A disability is a limit or lack of ability (related to impairment) to conduct an action in a way or even within the limits that are regarded normal for a human being. According to Yusuf, children with disabilities are children who are different from other children in particular ways. Physical, mental, emotional, social, perceptual, motor, and neurological disorders, among other things, can all cause differences.² Abnormalities can be both

¹ Nia Deviyana, article, **medcom.id, Jakarta**, <https://www.medcom.id/rona/keluarga/4KZe8J6k-mengenal-perbedaan-sekolah-inklusi-dan-slb>. Senin 25 May 2020 pukul 21.13 WIB

² Kadek ita Armini, *Event Study Abnormal return, security return variability, dan trading volume activity pada pemilihan presiden Indonesia tahun 2019 dengan indeks saham Kompas 100*, Bali : Universitas Pendidikan Ganesha, 2019

below and above average. The person is referred to as a child with learning problems if the disorder disrupts daily functioning, particularly learning, to the level where children require special services. This includes children with special educational needs.³ There are several classifications of children with a learning problem. Data from the United States Department of Education, for example, groups children with special needs into children with learning difficulties, impaired speech, mental retardation, emotional disturbances, physical, hearing, vision, and multiple.⁴ Meanwhile, Ashman and Elkins divided the types of special needs students into gifted children, children with communication disorders, children with learning difficulties, children with emotional and behavioral disorders, children with visual impairments, children with hearing loss, children with intellectual impairment, and children with physical impairment. In Indonesia, among children with special needs, there is a child with special needs (ALB) whose position is clear (in Law No. 2/1989 and PP No. 72/1991 referred to as physical and/or mental and/or behavioral disabilities) consisting of visually impaired, deaf mental retardation, mental retardation, and mental disability.⁵ One of the types of special needs children that are commonly seen is an intellectual disability or mental retardation, which is a child who has a weak grasp or has an intellectual disability. Mentally retarded children usually have difficulty in taking care of themselves, communicating, adapting to the environment, and other abilities.⁶

Students who are mentally retarded have difficulty in recognizing sentences, words, and numbers because they have low intellectual abilities.

³ Abdul Salim and Munawir Yusuf, Pendidikan anak berkebutuhan khusus secara inklusif, Surakarta : FKIP universitas, 2019, p 3

⁴ Robin D. Morris, *Classification of learning disabilities: Old problems and new approaches*. Journal of Consulting and Clinical Psychology, Vol 56(6), Dec 1988, 789-794

⁵ Kadek ita Armini, Event Study Abnormal return, security return variability, dan trading volume activity pada pemilihan presiden Indonesia tahun 2019 dengan indeks saham Kompas 100, Bali : Universitas Pendidikan Ganesha, 2019

⁶ Sugino, *Improving the Ability to Recognize Currency Values for Class VII Mild Mentally Impaired Children at SLB Negeri Tanjung Pinang*, Jurnal Ilmiah Pendidikan Khusus, Vol. 1 No. 2, 2013. P. 198

Their disability makes it difficult for them to create sentences, read, and communicate. According to Tin Suharmini⁷, it is difficult for mentally retarded students to communicate with their environment. Hence, they have difficulty communicating with others in their circle and also in their internal environment such as their family, classmates, and teachers. Therefore, the teacher should take special steps to help mentally retarded students understand sentences or speech and communicate with others even though their abilities are low.

In teaching English vocabulary, a teacher is required to be creative, flexible, committed to the progress of learning and a willingness to learn from their students. Hallagan states that teachers of any field of study who teach children with special needs must know about scientific disability, its causes, its assessment and its governance.⁸ A teacher, especially an English Teacher, must be aware of the English learning goals or targets that will be assigned to students with special needs. By knowing the learning targets, the teacher will be able to design learning approaches, learning models, and appropriate learning strategies. In normal schools, teachers teach English. They usually use something to increase learners' interest in the materials such as games, songs, and videos. It can be applied in SLB schools.

According to Smith, "the use of the media is one of the solutions for achieving successful language learning." This matter aims to increase motivation for learning students and create a classroom atmosphere that is fun".⁹ Anything that can be used to deliver messages or information in the teaching and learning process to promote students' attention and interest in learning is called learning media.¹⁰ The selection of learning media must pay

⁷Triyani, *Social Interaction of mentally retarded children at SDN Kepuhan Bantul (SD Inklusif)*, 2013

⁸ Kadek Ita Armini, *Event Study Abnormal Return, Security Return Variability, dan Trading Volume Activity Pada pemilihan presiden Indonesia tahun 2019 engan indeks saham Kompas 100*, Bali : Universitas Pendidikan Ganesha, 2019

⁹ Pat Hollingworth and Gina Lewis, *Pembelajaran aktif : meningkatkan keasyikan kegiatan di kelas*, Jakarta : PT Indeks, 2008, p 32

¹⁰ Arsyad, *Media Pembelajaran*, Jakarta : PT. Raja Grafindo, 2013, p. 10

attention to the material and the availability of materials in the school environment. Non-electronic media is the media most often used because it is easily available and usually available in the environment. Non-electronic media can be in the form of colored pictures, word cards, sentence cards, and word formation patterns. Series pictures are used to visualize the stories contained in the text (reading). Through serial pictures, the teacher and students try to understand the contents of the text without having to translate words or sentences, but they try to capture the messages contained in the text.¹¹ Based on this theory, researchers want to know how teachers develop a learning game with material that is easily available in the environment, namely Rolling Ball. As Robiah said, Rolling Ball media can provide an atmosphere that is full of joy, fun, and most importantly not boring, because students can play while receiving material from the teacher. Such an atmosphere will allow students to focus more on teaching and learning activities in their class, so that their attention will be higher. A high level of attention will improve learning outcomes. In actual media creation, teachers can use paper or other innovations. However, the researchers chose the board. The reason the teacher chooses the board is to make the board more durable and add aesthetic value to the media. Teachers also use non-electronic media. This is so that the media can not only be used in schools with good technology capabilities and availability, but can be used in all schools anytime and anywhere.

There are many studies investigated the use of rolling ball media, very few studies identified rolling balls in teaching English vocabulary, especially for students with special needs. For example, Abdurrahim (2020), Nova (2019), Adawiyah (2020), kristiyanti (2016), these studies focus on the use of rolling ball media in Predict, Observe, Explain (Poe) learning the reaction rate on chemistry learning outcomes, Lessons Social Studies and Arabic lessons. However, in this study, researchers conducted research on rolling ball media on different skills, namely teaching English vocabulary.

¹¹ Muhammad Ainin, *Metodologi Penelitian Bahasa Arab*, Malang : hilal, 2007, 115

Previous studies used experimental research and classroom action research. While this research uses qualitative research methods. Previous research focused on normal students, while this research involved teachers and students with mental retardation. Although this study is the same as previous research, this study investigated different focus that is using rolling ball media to facilitate mentally retarded students in learning English vocabulary. SLB Sasanti Wiyata Surabaya is one of the special schools in Surabaya which only focuses on mentally retarded and deaf students. At this school, the English teacher used rolling ball as a medium for teaching English for mentally retarded students. SLB Sasanti Wiyata has an English teacher who graduated from the English Department and graduated from PLB (Extraordinary Education). So based on the information above, the researcher chose the school as a place of research.

B. Research Question

As previously mentioned in the background of this study, the purpose of this study is to answer the following questions:

1. How is the use of rolling ball to facilitate mentally retarded students in learning English vocabulary at SBL BC Sasanti Wiyata Surabaya?
2. What are the mentally retarded students' responses toward the use of rolling ball media in learning English Vocabulary at SLB BC Sasanti Wiyata Surabaya?

C. The Objective of the Study

The following are the aims of this study, based on the research questions provide:

1. To describe the use of Rolling Ball Media to facilitate mentally Retarded students in learning English vocabulary at SLB BC Sasanti Wiyata Surabaya.
2. To find out the mentally retarded students' responses toward the use of rolling ball media in learning English vocabulary at SLB BC Sasanti Wiyata Surabaya.

D. Significance of the study

The significance of the study is expected that the result of the study will give some beneficial inputs for the following:

1. For researcher, the result of this study can give the researcher useful knowledge about teaching English vocabulary, one of which is using rolling ball media
2. For English teachers at SLB, the results of this study are expected to enrich teacher knowledge about media that can train mentally retarded to learn English vocabulary, one of which is using rolling ball media.
3. For mentally retarded students, this study can make them more active and spirited in the learning process. Especially using rolling ball media, when the teacher teaches English vocabulary.
4. For the other research, Future research will provide new insights about media in learning English vocabulary. This study may require other studies and motivate them to make something new from this study. The next researcher could examine areas that were not covered by this research, such as the effect of more specific media on the process of learning English, and perhaps its effect on other language skills such as speaking, listening, and writing.

E. Scope and Limitation

In this research, the scope of this study is the use of rolling ball to facilitate mentally retarded students in learning English vocabulary. The limitation of the use here is the rolling ball to facilitate mentally retarded students in learning English vocabulary. According to nova, there are some procedure for using a Rolling Ball as a Media, which is as follows:¹² 1. Prepare the rolling ball media, 2. Explain the game, 3. Create a group. 4. Start the game, 5. Pick up card roll, 3. Think, 4. Find a partner, 5. Time, 7. Conclusion
In this study, the researchers will investigate the use of Rolling Ball Media to

¹² Rizka Nova, The Development of learning media rolling ball on theme 6 my aspiration for fourth grade SD islam As-salam Malang, (Malang : UIN Maulana Malik Ibrahim, 2018).

facilitate mentally retarded students in learning English vocabulary. According to Widyo Nugroho in a book by Yuli Kurniati also stated that responses are divided into verbal and nonverbal responses.¹³ In this study, the researcher will find out the mentally retarded students' responses toward the use of rolling ball media in learning English vocabulary at SLB BC Sasanti Wiyata Surabaya.

In addition to the scope indicate above, it was necessary to set some limits for this research to fulfill its objectives, as a result, the researchers are also concerned about the activities of English teachers who apply rolling ball media to assist mentally retarded students in learning English vocabulary. The scope and limitation of this research are English teachers who teach English to the mentally retarded.

Furthermore, the study was limited to two English teachers and one junior high school class, and one senior high school class at SLB BC Sasanti wiyata Surabaya in the academic year 2020-2021. The reason why the researcher chose one teacher and one class is because in this school there is the same media that is used in each class for the teaching and learning process of English vocabulary, rolling ball media. The second aspect is about the analysis of the mentally retarded students' responses to the use of rolling ball in learning English vocabulary.

F. Definition of the key term

1. Mentally retarded students

Students that are mentally retarded have an intellectual impairment.¹⁴ Tuna grahita is the Indonesian name for intellectual impairment. According to Jamaris, there are three categories of mentally retarded students: heavy, medium, and mild.¹⁵ In this study the researchers will focus on students who are mildly mentally

¹³ Desak putu yuli kurniati, Modul Komunikasi Verbal dan Nonverbal, (Bali, universitas udayana : 2016) p. 28

¹⁴ Jamaris, Martini, Anak Berkebutuhan Khusus: (Bogor: Ghalia Indonesia, 2018) p 96

¹⁵ Delphie, Bandi, "Learning for children with special needs in inclusive education settings". (Sleman: PT. Intan Sejati Klaten, 2009) p 67

retarded, because in this level, their intelligence and social adaptability are limited but they still can develop in an academic area.

2. English vocabulary

According to oxford pocket dictionary, “Vocabulary is all the words that a person knows or uses, or a collection of terms with their meanings, especially in a book for learning a foreign language.” According to Penny Ur, vocabulary may be defined basically as the word we teach in a foreign language.¹⁶ In this study, Vocabulary is a set of words taught by teachers to English learners consisting of language, word meanings, and sound unit construction in English to form a unit of meaning that is learned by mentally retarded students.

3. Rolling Ball Media

According to nova, rolling ball Media is a learning media that is shaped like a board made of Styrofoam, there is a sloping board and nails used to slide the ball to be inserted into one of the holes that have been pasted on the board.¹⁷ The Rolling Ball Learning Media developed in this study is designed to stimulate mentally retarded students interest in learning English vocabulary.

4. Students’ Response

According to Djalaludin Rakhmat, a response is any type of activity caused by an incentive.¹⁸ According to Niken Dwi in Suherdi, students’ response is actions from the students during the interaction process in the classroom.¹⁹ Widyono Nugroho in Yuli Kurniati: that responses are divided into verbal and nonverbal responses. Verbal responses use words to express ideas and thoughts. While, non-verbal responses use eye contact, facial expressions, gestures, posture, vocal

¹⁶ Penny Ur, A Course in language teaching, (Cambridge : Cambridge University Press, 1996) p 10

¹⁷ Rizka nova, The development of learning media rolling ball on theme 6 my aspiration for fourth grade SD Islam As-salam Malang, (Malang: UIN Maulana Malik Ibrahim, 2018)

¹⁸ Jalaludin Rahmat, Psikologi Komunikasi, (Bandung: Remaja Rosdakarya, 1999) p 51

¹⁹ Niken Dwi Cahyana, The Students’ Response toward ELT Practice in Classroom of the first grade at SMAN 1 Kampak trenggalek, Thesis, IAIN Tulungagung, 2019

intonation, distance, and touch. In this study, students' responses will be measured by their behavior.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of the literature that was used in this study. The researcher offered various literature reviews that were divided into four parts and related to the topic of the study. This section is vocabulary, mentally retarded students, rolling ball media, students' response to teachers' media. The researcher clarifies briefly according to the theory related to research.

A. Mentally Retarded Students

a. Definition of Mentally Retarded Students

American Association on intellectual and developmental disabilities (AAIDD) States that Intellectual disability is the currently preferred term for the disability historically referred to as mental retardation.²⁰ AAIDD defines that mental retardation refers to substantial limitation in present 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 18.²¹ Students with mental retardation may have specific difficulties learning a new word that are unrelated to their mental age. According to several research, mentally retarded children have a smaller vocabulary than cognitively age-matched, normally developing children.²² It indicates that mentally impaired children differ significantly from average or normal students in terms of language mastery.

According to the description above, children will be categorized as mentally retarded if their intellectual ability and adaptive behavior are both below average during their developmental period (from birth to age 18). The ability of a person's brain to learn, analyze, memorize, solve problems, and make sense of the environment is known as intellectual functioning, adaptive behavior, on the other hand, adaptive behavior is a person's skill to live independently.

²⁰ American association an intellectual and developmental disabilities, AAIDD Information, <http://www.AAIDD.org>, accessed on 20th October 2021.

²¹ Bandie Delpie, pembelajaran anak berkebutuhan khusus dalam setting pendidikan inklusi, (sleman: PT. Intan Sejati Klaten, 2009) p 67

²² Yoder, Paul J., et al., "Following the Child's Lead When Teaching" Nouns for Preschoolers With Mental Retardation "(Vol. 36, February/1993), p. 158.

The level of mental retardation varies: there is mild mental retardation, moderate retardation, and severe retardation. Mild retardation is defined as children with an IQ of 55-70 who are classified as educable mental retardation, through special education, they can achieve functional academic abilities up to around the sixth grade level, and adults may usually maintain themselves at least semi-independently in the community, the children are often unidentified until they reach school age.²³

There are particular challenges for mentally retarded children learning vocabulary. Mervis suggests in Yoder's book that children with mentally retarded have a lower vocabulary than typically developing children of the same mental age, because children with mental retardation have difficulty with memory storage, Retrieval, and verbal message.²⁴ Mentally retarded children require more effort than normal students to help them memorize the words when studying vocabulary. As a result, the teacher should use a variety of approaches and methods of communicating and transferring language, particularly to improve the vocabulary of mentally retarded children.

b. Mildly Mentally Retarded

Mild mentally retarded children have various terms depending on the point of view of the experts providing the definition. The terms that are often used in special education are capable, educable, mild, debilitated and mild mentally retarded children. According to T. Sudjihati Soemantri, children with mild mental retardation are called morons or debil. Children with mild mental retardation really need the help of others in the process of growth and development because of intellectual barriers. According to the Binet scale, mild mentally retarded children have an IQ of 68-52, while according to Wisckler, mild mentally retarded children have an IQ of 69-55.²⁵

This agrees with what was expressed by Hallahan, Kauffman, and Pullen that: "mild mental retardation or intellectual disability: a classification used to specify an individual whose IQ is approximately 50-70".²⁶ used to determine individuals with

²³ Daniel P. Hallahan and James M. Kaufman, *Exceptional Children*, (London: Prentice-Hall, international, 1978) p. 68

²⁴ Paul J. Yoder, et al., *following the child's lead*,.... p 154

²⁵ Sujihati Somantri. *Psikologi Anak Luar Biasa*. (Bandung : PT. Refika Aditama, 2006). 5

²⁶ Hallahan Daniel P., James M. Kauffman & Paige C. Pullen. *Exceptional Learner An Introduction to Special Education*. (United States of America: PEARSON, 2009). 11

IQs ranging from 50-70. Mild mentally retarded children are still able to read, write, do simple calculations, and with good guidance, mild mentally retarded children are able to make money even for themselves.

According to the American Association of Intellectual Developmental Disability (AAIDD) says that mentally retarded children are children who experience disabilities characterized by significant limitations in both intellectual function and adaptive behavior, which includes many social and practical skills of everyday life.²⁷ The ability of mentally retarded children is not comparable to normal children their age, in other words, mild mentally retarded children experience obstacles in their development. Children with mild mental retardation or children who are able to learn are children who are not able to attend regular school programs, but still have abilities that can be developed through education even though the results are less than optimal.²⁸

Based on some of the opinions above, it can be emphasized that children with mild mental retardation are children who have an IQ of 50-70, which results in low academic and social abilities but can still be developed through education in special schools according to the characteristics of the child.

c. Teaching special needs students

There are some aspects that should be held when teaching English to special needs students:²⁹

- **Teacher**

The teacher is the main person who should be prepared because the success of learning is influenced by the attitude of the teachers, according to machi,³⁰ The way teachers educate is impacted by their educational background, class size, educational experience, the duration they teach special students, and the difficulty of teaching.

- **Trainer**

²⁷ Ibid, p 12

²⁸ Mohammad Efendi,. Pengantar Psikopedagogik Anak Berkelainan. (Jakarta : Bumi Aksara, 2006.) 18

²⁹ Bishaw, teaching English to the students with difficulties in inclusive settings, 2012, p. 54

³⁰ Daiwi Widya, educational journal Vol. 6 No. 1, edition of June 2019, p. 8

To improve teacher competitiveness, teachers should be trained because teaching English to special-needs students differs from teaching English to general students. The goal is to make teaching easier for teachers.

- Curriculum

The curriculum is adapted and modified according to the students' needs to make it easier for students to follow the lesson. The curriculum for special needs students is different from normal students. The modified curriculum is provided and the lesson material. The content should be related to the individual's characteristics. They are the compass that should be obeyed. For example, the curriculum that supplies should support the target of the special aims.

- Source and tools

The availability of resources and instructional material will help the process of teaching and learning English in the classroom. Therefore, the source and tools are relevant to students' needs.

- Evaluation

The evaluating procedure for special needs students should be adapted to their specific needs. The evaluation may take the form of a constructive process or a claim that can be used for all categories of special students.

- Teaching strategy

Students' motivation to learn will increase if the teacher provides a variety of interesting strategies that reflect their learning style. To teach special needs students, the teacher should adapt well to special needs students. Teaching special needs students is the same as teaching normal students, as in normal school, in a special school, teaching contains the components. The component is the objective of the lesson, the teaching technique, the teaching material, the medium, and the assessment of teaching.

Teaching special students, like teaching normal students, requires method teaching to achieve the lesson's objectives. Sudrajat states that there are some types of English methods for special needs students:³¹

- Given Prompts Method

³¹ Ibid, p. 18

One method for giving a positive response from them is using prompts. Giving prompts is commonly used with deaf students. The given prompts can be solved by pre-tutoring, demonstrations, and gestures.

- **Speech method**

The teacher is important because it is a teacher's responsibility to communicate information or knowledge to students orally, this method is usually used to teach blind and skilled students.

- **Discussion method**

This method is used to teach blind and skilled students because it does not demand intellectual thinking to solve the problem. According to Lituhayu³² there are three method for teaching English for special need students, the first is using of the direct method, direct method is one method used to teach English that involves students consciousness and involves students knowing about the meaning of word that they learn and how they used them. The second is total physical response (TPR), TPR is a method that uses gesture or body movement in teaching. Then the third is lexical approach, this method usually uses comics to help students learn a language. The language of the lexical comic should be simple and natural.

- **Interactive method**

This method is one technique that can be used by the teacher and students to answer and ask any question. This method is commonly used to teach blind students and skilled students.

B. English Vocabulary

a. Definition of English vocabulary

English vocabulary is one of the language components that must be mastered by students in learning English.³³ Through mastering English vocabulary, students are able to understand the meaning both in writing and orally. Vocabulary is very important in the aspect of learning English, because when students learn English,

³² Ibid, p. 19

³³ Eka diah agustin, peningkatan kosakata bahasa inggris pada anak kelompok B1 melalui metode demonstrasi berbantuan media flash card di TK Siswa budi Jember tahun 2016/2017, (Jember:UNEJ, 2016) P. 1

the first aspect that must be mastered is English vocabulary. Students will find it difficult when they are not able to master enough English vocabulary.

According to Suyanto, as quoted by Nadhiroh, vocabulary is a group of words that are utilized in a language and provide meaning if we use the language. To communicate with others, we make use of Various of words in language communication. As a result, someone with a good vocabulary will make it helpful to interact with others. One of the language aspects that should be learned is vocabulary. Allen, as mentioned by Nadhiroh, emphasizes the importance of vocabulary. He argues that today's teacher-preparation programs take a higher focus on language teaching. Taken from oxford dictionary,³⁴ vocabulary is all the words that a person knows or uses or a list of words with their meaning. Nunan,³⁵ quotes by Nadhiroh Explain:

Vocabulary is more than a list of target language words, as part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages. Into “grammatical words”, such as prepositions, articles, adverbs, content words and so on. The grammaticality of vocabulary also manifests itself in word morphology, that is the grammatical particles that we attach to beginning and ends of words in order to form new words. The following task is designed to focus learners on this aspect of language.

According to the various definitions above, vocabulary can be defined as a word that has meaning. A single word might have many meanings at times. As a result, researchers may define English vocabulary as the written words that students must understand in order to better understand what they are reading. Vocabulary is important in the aspect of learning English because the first aspect that students must understand while studying English is English vocabulary. Students will have difficulty if they are unable to learn English vocabulary.

b. The important of vocabulary

³⁴ Oxford learners' pocked dictionary, (oxford: Oxford University Press, 1991)

³⁵ Siti Nadliroh, a study on teaching and learning vocabulary for disable students at SLB B Tulungagung (Tulungagung: IAIN Tulungagung, 2017) p. 4

Vocabulary is an important component in language acquisition since it helps to build language skills. When students lack vocabulary, they find it difficult to study. Meanwhile, vocabulary development is an important element of language development. Vocabulary is important to teaching English because without sufficient vocabulary students cannot understand others or express their own ideas.

According to Diana Bonet,³⁶ There are some advantages when students can master the English vocabulary:

- 1) Students will be better at improving their reading, writing, speaking and listening Vocabulary.
- 2) Students will think more clearly, thoughts are limited by vocabulary.
- 3) Students will experience personal growth and greater confidence.
- 4) Students will understand other people's ideas and explanations easily.
- 5) Students will gain important survival tools for the new millennium.
- 6) Students' friends will think they are getting very smart.

These benefits show us how vocabulary influences how language is learned by students and their ability to interact with others. In addition, vocabulary mastery is more important than grammar. In other words, without good grammar, people can speak and understand a language if they know a lot of vocabulary. Thornburry said, "Very little can be conveyed without grammar, nothing can be conveyed without vocabulary."³⁷ In other words, even without strong grammar, if they know a lot of vocabulary, people will be able to talk and people will be able to talk and understand a language. It can be a base for mastering the language. Grammar is a method, whereas vocabulary is largely a set of words. The more words we know, the simpler it is for us to learn the language. This tells us how vocabulary defines how individuals learn language.

c. Kind of vocabulary

³⁶ Diana bondet, vocabulary improment, (boston: Thomson Course technology, 1991) p. 3

³⁷ Scott thornburry, how to teach vocabulary, (England: Longman, Pearson education limited, 2002) p. 13

According to some experts, passive and active vocabulary are two categories of vocabulary. These two types of vocabulary are identified by Harmer.³⁸ The first type of vocabulary is that which has been taught or learnt and which students are expected to be able to use. Meanwhile, the second term refers to words that students will recognize but probably be unable to pronounce when they come across them. Haycraft divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.³⁹

1. Passive Vocabulary (Receptive)

Passive or receptive vocabulary refers to words that students recognize and understand when they are used in context but cannot produce. It's vocabulary that students recognize when they see or encounter it in a text but do not utilize in speaking or writing.

2. Active Vocabulary (Productive)

Active or productive vocabulary is the words that learners comprehend, can pronounce correctly, and use productively in speaking and writing. It includes receptive vocabulary as well as the ability to speak or write at the appropriate time.

The words that learners comprehend, can pronounce correctly, and use productively in speaking and writing are referred to as active or productive vocabulary. It includes receptive vocabulary as well as the ability to speak or write at the appropriate time.

The researchers concluded that because of a lack of vocabulary in English lessons, students with disabilities or mental retardation in school use receptive vocabulary. That is why they are unable to communicate effectively in English. As a result, they are unable to create new vocabulary. In this study. The researcher focuses on nouns in her vocabulary, and her research topic is fruits and animals.

³⁸ Jeremy Harmer, *the practice of English language teaching: new edition*, (New York: Longman, 1991)

³⁹ John Haycraft. *An Introduction to English Language Teaching*. (Great Britain: Longman Group, Ltd. 1978).

According to Downing,⁴⁰ English vocabulary is classified grammatically according to terminology traditionally. According to Mulyana in Mardhatillah, Verbs, Nouns, Adverbs and Adjectives are also called Vocabulary Words, because all of them make up more than 99% of the words in the English dictionary. Pronouns, Prepositions, Conjunctions and Interjections, although there are not many, are very important, because they are often used repeatedly, both in oral language and written language. The eight types of words above there are only three types - Prepositions, Conjunctions, and Interjections - which do not experience a change in form in expressing a meaning or meaning of a sentence.

Based on the explanation above, part of speech is an important aspect of grammar that is used in writing such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Below there are the function of parts of speech and examples of its use in sentences and phrase by Mulyana;⁴¹

1) Nouns

People (boys), objects (backpacks), creatures (cats), places (school), characteristics (roughness), phenomena (earthquake), and abstract ideas (love) are all referred to as "things" using nouns

2) Verb

Verb are words that relate to various type of acts (such as playing, write) and state (such as be, have) that include people or thing in activities (jennifer is ill and has a headache, so she cannot go anywhere)

3) Adverb

Adverb are words that usually used in connection with verbs to offer information about acts, states, and evens (yesterday, slowly),

⁴⁰ Downing, K. et al. Problem-Based Learning and the Development of Metakognition. High Education Springer Science. (57), (2009). 609-621.

⁴¹ Riri Mardhatillah, AN ANALYSIS OF STUDENTS' WRITING ABILITY ON PARTS OF SPEECH IN THEIR DESCRIPTIVE TEXT AT ASSALAM ISLAMIC SENIOR HIGH SCHOOL NAGA BERALIH AIR TIRIS KAMPAR REGENCY, (Pekanbaru: UIN SUSKA RIAU, 2020) p. 18

some adverb for example (extremely, very) are also use in conjunction with adjective to change information about things (I had a very strange experience yesterday, really large objects move slowly)

4) Articles

Articles are words (a, an, the) that are used with nouns to make noun phrases that classify or identify those "things" (you can have a papaya or an apple) (I will take the apple).

5) Adjective

Adjectives are words used, typically with nouns, to provide information about the things referred to (happy family, large objects, strange experiences).

6) Prepositions

Prepositions are words (at, in, on, near, with, without) that are used with nouns in phrases to provide information about time (at five o'clock, in the afternoon), place (on the table, near the door), and another link involving actions and things (with a spoon, without a thought).

7) Pronouns

Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things that are already known (she talks about herself. They said it belongs to you).

8) Conjunctions

Conjunctions are words (and, but, because, when) that are used to connect and show relations between activities (Megan's husband was so wonderful, and he helped her because she couldn't do anything when pregnant).

Those are part of speech which can be used as the guidance to make the English vocabulary teaching in the classroom easier. It helps the teacher to teach student especially mentally retarded students in integrated classroom understanding the English word classes.

In this research, the researcher will focus only on noun to teach English for mentally retarded students. It caused the researcher used rolling ball as media in deliver the lesson to identify and help the mentally retarded students in the English words classes.

In this study, the scope of the vocabulary developed was in accordance with the contents of the SKKD in the curriculum used by the school. The standard of competence is to display a simple description, while the basic competence is to display a simple description of the plants or animals around. The increase in vocabulary mastery carried out in this study aims as an initial ability before mentally retarded children learn to display simple descriptions of plants or animals. The focus of the vocabulary introduced includes fruits, vegetables, and animals. The names of the fruits that will be introduced include: grapes, papaya, watermelon, pineapple, avocado, guava, melon, mangosteen, coconut, jackfruit, apple, strawberry, mango, rambutan, and durian. The names of vegetables that will be introduced are spinach, beans, corn, kale, potatoes, cabbage, cauliflower, mustard greens, long beans, bitter melon, eggplant, cucumber, carrots, bean sprouts, and chayote. The names of the animals that will be introduced are rabbits, lizards, ants, snakes, cows, mosquitoes, horses, cats, butterflies, worms, frogs, mice, chickens, flies, and grasshoppers.

d. Vocabulary development for special needs students or mentally retarded students

The important aspect in teaching vocabulary is the selection of words that the teacher desires to teach. It is much easier to teach children with learning difficulties or who are mentally retarded by beginning with tangible terms and progressing to more abstract ones. The frequency must also be taken into account by the teacher. The instructor can choose which words to teach based on frequency, or how frequently the words are used by the language's speaker. The teacher should teach the vocabulary that students with learning difficulties or special needs are familiar with. How often words are taught is determined by the themes and subjects. Many books give vocabulary based on the topics. For example, if the theme is "Animals," we may find words like animal names, where

they live, what they eat, and so on. Vocabulary mastery in special-needs schools, especially for mentally retarded students, is still at a low level of productive use. They are not able to recognize words when they interact with them and they are not able to create or use words in speaking or writing. Students with learning problems or students with special needs often put words together with what they can see, hear or with what they can touch.⁴²

There are ways to introduce vocabulary to children. How to introduce vocabulary is done with the aim that children can receive and remember the vocabulary being taught. According to Lado_ there are four steps to mastering vocabulary as follows:⁴³

- 2) Recognizing, namely the process of understanding or knowing about something that has been said by another person to remember
- 3) Listening, which is a process of capturing, understanding and remembering as well as possible what he heard or something that was said to him by others
- 4) Pronouncing, which is a word or speech that is spoken well so that it can be understood by others
- 5) Meaning or interpretation, namely someone's understanding of a word.

Based on the opinion above, there are ways that can be done to introduce vocabulary to mentally retarded children. Because children are less retarded in absorbing information, then the learning process is directed to learning is visual and hands-on experience. With learning that is directed to learning that is visual and direct experience, it will be able to attract students' interest and memory of the subject matter provided, especially in learning vocabulary.

C. Media

a. Definition of media

Daryanto states that media is a means or tool for the teaching and learning process to occur.⁴⁴ Bring argues⁴⁵ that the media are all physical tools that can

⁴² Dian Anggraeni, Teaching English Vocabulary To Mentally Retarded Students of Slb Negeri 2 Palu Through Make-A-Match Technique, *Bahasantodea*, Volume 4 Nomor 4, Oktober 2016, ISSN: 2302-2000, 1

⁴³ Lado, R. *language teaching. A scientific approach.* (Bombay-New Delhi: Tata McGraw-Hill Publishing Co.LTD, 1979).

⁴⁴ Daryanto. *Learning Media.* (Yogyakarta: Gava Media, 2010). p 419

⁴⁵ Briggs. L. *Principles of Constructional Design.* (New York: Holt, Rinehartand Winston. 1970).

present messages and stimulate students to learn. Meanwhile, according to Arief S. Sadiman, et al,⁴⁶ media is one of the learning resources that can channel messages so as to help overcome obstacles in learning, such as differences in learning styles, interests, intelligence, sensory limitations, body defects, or distance barriers. geography and time.⁴⁷

From the expert opinion that has been described previously, it can be concluded that the media is a tool that can support the learning process and make it easier for teachers to deliver subject matter. Learning media has an important role in teaching and learning activities because it can facilitate teachers in delivering subject matter. The selection of the right media can support the learning process and the selected media must be adjusted to the needs and characteristics of students.

Media is very useful in learning for mentally retarded children. This is because the characteristics of mentally retarded students are weak in remembering the material so that they need media to make it easier for mentally retarded students to learn. The media used in this research is rolling ball media in which there is material for recognizing the names of fruits, vegetables, and animals.

b. Media for teaching special needs students

According to Hasanah⁴⁸ Media is one of the instructional tools that is implemented to help students understand the topic. The Type of Media may be visual or audiovisual, it depends on the teacher and on the students. The teacher should have a variety of creative media on hand to help students understand the lesson, especially when teaching special students. Slides, film strips, and rolling balls are examples of media that may be used to teach English.

The first type of media is a slide. To create an attractive view, most people use powerpoint slides. This media will help deaf students to learn the topic. Film strips are the second type of media. It is another medium because the image in the film strip can move and the teacher can add music to it. As a result, this material may be enjoyed by mentally retarded people, blind students, and others. The third

⁴⁶ Sadiman Arief S., et al . Educational Media. (Jakarta: Rajawali Press. 2011). P 14

⁴⁷ Arief S . Sadiman , et al . Educational Media. (Jakarta: Rajawali Press. 2011). P 14

⁴⁸ Hisbiyatul hasanah and Rudi sumiharso, Media Pembelajaran: buku bacaan wajib Dosen, Guru dan Calon Pendidik. (pustaka abadi, 2017) P.13

type of the media that might help children learn vocabulary is the rolling ball. The vocabulary can be placed on the card and then placed in the picture as needed. This medium is usually used by the mentally retarded to help in their studies.

D. Rolling Ball

a. Definition of rolling ball

In the learning process, the use of learning media in the form of games as a medium is very important to improve students' English skills. Game is a term in English which means game. One of the learning media in the form of games is rolling balls. Rolling the Ball is one type of media used to facilitate the learning process in classroom learning, the learning medium in Rolling the Ball is that children are asked to be more active in the learning process. Rolling the Ball is made of wood which is light when used in a lightweight base and is easy to apply. Rolling Ball learning media is a game that is used to get items or door prizes obtained in the game.⁴⁹ The way this game works is done by releasing the ball on the spikes so that the ball will slip into the hole, each of which has been provided with certain prizes or items. The media is replaced with questions related to the material in question at the time of learning. The advantages of this learning media are not always used in only one subject but can be applied to a variety of subjects, so it is not fixed on one subject only.

A modified version of the classic rolling ball game called Rolling Ball. So, in a nutshell, the rolling ball is a fresh variation on a classic game. The rolling ball is one of the most popular accounting games among all circles. The object of this game is to throw the ball into the intended hole and get a question or order.

Each player will take turns throwing the ball based on the group that has been divided to get a share of the suit to shoot the ball, the player will start the game by placing the ball on the start stand after being counted by the teacher the player is asked to get off the rails. However, in this rolling ball game, there are several rules that are adapted to the main purpose of the game which is designed as a medium for learning English vocabulary.

According to kristianti, Rolling Ball is one of the alternative media in the teaching and learning process to increase the vocabulary of mentally retarded

⁴⁹ Abdurrahim, The Effect Of The Use Of Rolling Ball Media In Predict, Observe, Explain (Poe) Learning Models On Chemical Learning Outcomes In Reaction Other Materials, jurnal zarah 1(8) 2020

students because Rolling Ball has many colors, is interesting, and motivating. So that students are enthusiastic and enthusiastic in learning. In this rolling ball media, there are several rules that are adjusted to the main objective of the game, which is designed as a vocabulary learning medium. The form of this media is that there is a slanted board at the bottom of which there are 3 color boxes, each of which contains a card in the form of a picture of various objects which will later become material for discussion during learning.⁵⁰ The teacher will direct the rolling ball media game method and the rules that students must follow. The teacher forms several groups which then represent one student from each group to come to the front of the class and roll the ball from the top of the board. Which is directed to the box that the student wants. In the end, the group representative who has taken the card in the box has a picture that must be discussed with the group to find the answer. The advantage of this learning media is that it is not always used for subjects that are only blunt, it can be applied to a variety of subjects, so that it is not fixated on one subject.

In this lesson, the teacher teaches about vocabulary using the rolling ball media. In other words, researchers limit learning in the classroom by using rolling ball media using objects such as people and objects (fruits, food, flowers, etc.) and make it as simple as possible. Because the teacher teaches students with special needs, not normal students.

E. Students' Response

a. Definition of Response

According to Djalaludin Rakhmat, response is any kind of activity caused by an incentive.⁵¹ According to Indung A. Shaleh, a response is an activity that is triggered by a stimulus.⁵² From some of the opinions above, it can be concluded that the response is a reaction, answer, or response that is open and tends to come more quickly and directly to a symptom or events that occurred. The response is

⁵⁰ Novita Kristiyanti, *Pengembangan Media Bolding (Bola Bergelinding) Pada Mata Pelajaran Ips Materi Kenampakan Alam, Sosial, Dan Budaya Untuk Siswa Kelas Iv Sekolah Dasar*, Semarang : Universitas PGRI Semarang, 2016, p. 9

⁵¹ Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya. 1999), 51

⁵² Indung A Sholeh dkk, *Introduction to General Psychology*, (Surabaya: Usaha Nasional, 1982), et. E-1, h.78

formed from the process of stimulation or giving the cause and effect of the stimulus process.

According to Berube in Ikhwanuddin, said that the response is the act of responding and replying or answering,⁵³ Meanwhile, according to Widyo Nugroho in a book by Yuli Kurniati also stated that responses are divided into verbal and nonverbal responses.⁵⁴ Soenarjo also said that response is a communication activity that is expected to have a result after it is called effect.⁵⁵ It means, the responses related to the communication. Communication is divided into verbal communication and nonverbal communication.

Verbal communication is communication that uses words, both orally and in writing.⁵⁶ Type of verbal communication:

a. Speak and write

Speaking is vocal verbal communication, while writing is non-vocal verbal communication. Presentation in a meeting is an example of vocal verbal communication. Correspondence is an example of non-vocal verbal communication.

b. Listening and reading

Hearing and listening are two different things. Hearing means only taking sound vibrations, while listening is taking meaning from what is heard. And reading is way to get information from something written

Meanwhile, nonverbal communication is a communication process in which the message is conveyed without using words. Examples of nonverbal communication are using gestures, body language, facial expressions and eye contact. According to white,⁵⁷ nonverbal communication is categorized into several area:

a. Facial expression

⁵³ M. Ihwanudin, the type of students' responses to English teaching and learning process by using multimedia in grade X of SMA 2 Kebumen in the academic year of 2009/2010, (Yogyakarta, UNY : 2012) P. 21

⁵⁴ Desak putu yuli kurniati, Modul Komunikasi Verbal dan Nonverbal, (Bali, universitas udayana : 2016) p. 28

⁵⁵ Soenarjo and Djoenarsih S. Soenajo, Himpunan Istilah Komunikasi, (Yogyakarta : Liberty : 1783) 25

⁵⁶ Desak putu yuli kurniati, Modul Komunikasi Verbal dan Nonverbal, (Bali, universitas udayana : 2016) p. 29

⁵⁷ White, Gayle-Web, Non-Verbal Communications: key to improve teacher effectiveness. The Delta Kappa Gamma Bulletin, 66(4), 12-16

According to angry Facial expression is the most commonly used type of nonverbal communication. In fact, not infrequently we already know the information that will be conveyed by the interlocutor, even before he uses words, just by looking at his facial expressions.⁵⁸ For example, one smile or frowning expression alone can provide enough information from the other person.

b. Eye gaze

Frisien in Hutchinson said that eye gaze plays a major role in nonverbal communication. From the way you look, stare, or even blink, you can actually transmit information. When you see someone you like, for example, the blinking frequency will increase and the pupil size will enlarge. Meanwhile, from the way you look at someone, you can tell feelings such as hate or love. In addition, things like not being able to maintain eye contact can be seen as a sign that someone is lying. So, eyes can actually tell a lot about a person.⁵⁹

c. Gestures

Goldman states that Gestures are one of the easiest types of nonverbal communication to read. Examples of nonverbal communication using gestures are pointing, waving, or demonstrating a certain number of numbers. These things are certainly things that we do very often when communicating. In fact, this can be a help when verbal communication cannot be done. For example, when we go abroad and do not understand the language spoken by the other person, we can convey it with gestures and the information can still be conveyed properly.⁶⁰

d. Touch

Knap and Hall stated that from the touch we receive or give to others, various information can be conveyed. Touch shows friendliness, invitation, or even a sign of danger. In everyday life examples of nonverbal communication using touch are shaking hands or patting the arm or shoulder.⁶¹

e. Physical appearance

⁵⁸ Angryle, M., *Bodily communication*, 2nd ed, (Newyork : Methuen, 1988) 36

⁵⁹ Hutchinson, T and Waters, A. *English for Specific Purpose*. (Cambridge : University Press, 1987) 25

⁶⁰ Goldman, E., *As Other see Us*, (Newyork : Routledge, 1994) 121

⁶¹ Knapp, M. L., *Non-Verbal communication in human interaction*, (Newyork : Holt, rinchart, and Winston : 1972) 40

According to Friesen in Hutchinson, the way we dress, the choice of hairstyle, to the color we wear, is one form of nonverbal communication. Because it turns out, appearance can determine our reactions, interpretations, and judgments of others. And vice versa. You must have secretly judged other people by their appearance. That's why first impressions are important. Because at that first meeting, people who just met us will collect information about us from what they see. However, the information conveyed from each type of appearance will also be different, depending on the social and cultural conditions adopted.⁶²

f. Posture

Posture as well as eye contact is used to indicate attitudes, status, affective moods, approval, deception, warmth and other variables related to classroom interaction. Students read teacher posture as well. White noted that for a teacher to be an effective listener, he or she must have a relaxed and open posture.⁶³

g. Distance

Proxemics refers to the study of how space and distance influence communication.⁶⁴ There are four categories of distance according to the first, intimate distance, is that space from individuals literally touching up to eighteen inches away from an individual.

h. Vocal Intonation

According to White, vocal intonations or paralanguage as it is sometimes called includes such factors as volume, rate, pitch, tone and pronunciation.⁶⁵ Lewis also added, when communicating verbally it is important to ensure that the paralanguage aligns with the verbal messages it accompanies.⁶⁶

⁶² Hutchinson, T and Waters, A. *English for Specific Purpose*. (Cambridge : University Press, 1987) 26

⁶³ Webbink, P. *The Power of Eyes*. (New York, NY: Springer Publishing 1986). 8

⁶⁴ Dr. Anjali Hans-Mr. Emmanuel Hans. *Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication*. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)* Volume 20, Issue 2, Ver. IV (Feb. 2015), 49.

⁶⁵ White, Gayle-Webb. *Non-verbal Communications: key to improved teacher effectiveness*. (The Delta Kappa Gamma Bulletin, 2000),12-16.

⁶⁶ Lewis, H. *Body Language: A Guide for Professionals*. (Thousand Oaks, CA: Sage 1998), 67.

While Mild mentally retarded children are children who have intellectual potential below normal. IQ intelligence levels range from 30-50, and they can learn school skills for functional purposes. In speaking, mild mentally retarded children show fluency, only in limited vocabulary. Mentally retarded children also experience difficulty in drawing conclusions about the content of the conversation. So, in understanding the response of mentally retarded students, nonverbal communication is much more widely used than verbal communication.

The theory of the response of mentally retarded children cannot be separated from the discussion of the communication theory process, because the response is a reciprocal of what is communicated to people who see the communication process based on the theory proposed by Steven M. Chaffe is classified into three types. There are three types of responses: cognitive, affective, and conative. A Cognitive response is a response that is directly related to one's knowledge and facts. When the audience's understanding or interpretation of the situation changes, this response is given. Affective responses refer to responses that are based on emotions. For example, emotions are conscious mental reactions (such as anger or fear) that are subjectively perceived as strong feelings, as well as attitudes, roles are assumed for certain reasons, and judgments about something. This response arises when there is a shift in what the audience enjoys about something. A conative response is a reaction to an actual activity, such as an action or behavior. As said earlier, the behavior happens one at a time, but it always happens. So, we need to generate student responses because responses are very important in the teaching and learning process.

F. Previous Study

There are some researches that almost have some topic or idea with this research. The first study is from Abdurrahim, with the title The Effect Of The Use Of Rolling Ball Media In Predict, Observe, Explain (Poe) Learning Models On Chemical Learning Outcomes In Reaction Other Materials,⁶⁷ He found that the use of Rolling Ball media can increase student creativity and activeness through the POE learning model in 3 main stages, namely predicting what happens (predict), making

⁶⁷ Abdurrahim, The Effect Of The Use Of Rolling Ball Media In Predict, Observe, Explain (Poe) Learning Models On Chemical Learning Outcomes In Reaction Other Materials, jurnal zarah 1(8) 2020

observations and discussions to prove predictions (observe), and explaining the results of observations and discussions (explain). so it can be concluded that there was an effect of the use of Rolling Ball media in the POE learning model on the learning outcomes of class XI IPA students on the reaction rate material in SMA Negeri 4 Samarinda in the 2019/2020 school year at a significant level of 5%.

The second study comes from Riska Nova, with the title “The development of learning media rolling ball on theme 6 my aspiration for fourth grade SD Islam As salam Malang”, she find that this research included in the research development (Research and Development). This research resulted in learning the media device Shooting Ball on 6 themes thematically learning my aspiration. Media quality assessment based on expert Rolling Ball material, i.e. 86.7% of the obtained results percentase is very valid, media design experts retrieved results percentage 76.6% is valid, the thematic fields of study teacher obtained his percentage was 90.6 very valid, and based on the response of the students obtained the result percentage 86.8 is valid.⁶⁸ The study shows that Media quality assessment based on expert Rolling Ball material is valid.

The third study comes from from Rabiatul Adawiyah with the title “The Effect Of The Jigsaw Type Cooperative Learning Model Using Rolling Ball Media on Student Learning Outcomes In Class V Thematic Lesson Sdn Kebun Bunga 6 Banjarmasin”, she find that This study uses a quantitative approach. The method used is a quasi experimental design method in the form of nonequivalent control group design. The results showed that the use of the Jigsaw cooperative learning model with the rolling ball media in thematic learning showed higher learning outcomes than the use of the Jigsaw cooperative learning model with envelope media.⁶⁹ So it can be concluded that there is an effect of the Jigsaw cooperative learning model with rolling ball media on student learning outcomes in the fifth grade thematic subjects of SDN Kebun Bunga 6 Banjarmasin.

⁶⁸ Rizka nova, The development of learning media rolling ball on theme 6 my aspiration for fourth grade SD Islam As salam Malang, malang: UIN maulana malik Ibrahim, 2018

⁶⁹ Robiatul Adawiyah, Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Dengan Menggunakan Media Rolling Ball Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Tematik Kelas V Sdn Kebun Bunga 6 Banjarmasin, Banjarmasin: UIN Antasari 2020

The Fourth study comes from Vina Sukrina (2010), with the title *“Improving Students’ Vocabulary Mastery by Using Realia Of The Fourth Grade Students At Sdn 55 Gedong Tataan Pesawaran”*, she find that there was an improvement on the students’ vocabulary through realia that was supported by the result, the mean score of the second test (64,44) was better than mean score of first test (39,17), and the mean score of the third test (78,05) was better than the mean score of the second test. This implies that realia can be an alternative strategy in improving students’ vocabulary mastery.⁷⁰ The study shows that realia can be an alternative strategy in improving Elementary students’ vocabulary mastery.

The fifth study from Nur Hidayanti, in his thesis entitled *Enriching Students’ Vocabulary Through snowball mapping technique At the Second Grade of MTsN Model of Makassar*,⁷¹ The research design was Quasi Experimental using “Non-equivalent Control Group Design”. The result of the data indicated that there was a significant difference between students’ posttest in experimental class and control class. Based on the finding and discussion of the research.

The sixth study comes from A thesis by from A thesis by Novita Kristiyanti with the title *Development of Bolding Media (Ball With Rolling) In IPS Lesson Materials Of Natural, Social, And Cultural Impacts For Grade Iv Primary Schools*,⁷² The Researcher uses Research and Development Research. Bolding media (Rolle Ball) is the development of rolling balls media which is used in learning. The analysis of the expert test, the feasibility of Bolding media is 97,79%, the feasibility of the material is 80%, as well as 88,57% that are obtained from the students’ questionnaire. It shows the Bolding media (Rolling Ball) suitable to use as a media in learning process because it improves students’ results in learning.

The seventh study comes from Siti Mutiatun in her thesis *Techniques of Teaching English as A Second Language for Students “With Different Ability” at SMPLB Siswa Budhi, Surabaya*. This thesis described many strategies for teaching English. The first approach is explanation, which is utilized in every English class

⁷⁰ Vina Sukrina, *Improving Students’ Vocabulary Mastery by Using Realia*, Medan: State University of Medan, 2010, 1-10

⁷¹ Nur Hidayanti, *Enriching Students’ Vocabulary Through snowball Mapping technique At the Second Grade Of MTsN Model Of Makassar*, makassar : UIN Alaudin, 2016

⁷² Novita Kristiyanti, *pengembangan media bolding (bola bergelinding) pada mata pelajaran IPS Materi kenampakan alam, social dan budaya*, Semarang : Universitas PGRI Semarang, 2016

meeting. Even though it differs from class, the second approach employed is conversation. The third approach, which is popular among students, is the image. Drilling is the fourth method. This method is used in conjunction with images. The final factor is incentive, which might encourage students to study English more.⁷³

Based on the previous research above, all researchers conducted research on the rolling ball game. The previous studies above examined the effect of using Rolling Ball Media in Predict, Observe, explain (Poe) Learning Models on chemical learning outcomes. In Reaction Rate, The development of the learning media rolling ball on theme, Development of Bolding Media (Ball with Rolling) In IPS Lesson and the application of the rolling ball to teach speaking Arabic. What distinguishes this research is that the researcher conducted research on rolling ball media, but on a different skill, namely teaching English vocabulary using rolling ball media. This study uses a different method of conducting research, namely qualitative research. The previous studies above were conducted as experimental studies and classroom action research. Previous studies have focused on normal students, while this research is research on teachers and students with mental retardation.



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⁷³ Siti Mutiatun, Techniques of Teaching English as A Second Language for Students “With Different Ability” at SMPLB Siswa Budhi, Surabaya Surabaya : UINSA, 2011, 2

CHAPTER III RESEARCH METHOD

This chapter discusses the characteristics and design of the basic research methodologies used by the researcher. This part would be explaining about research design and approach, research setting, subject of the research, data and source of data, research instrument, data collection technique, data analysis technique, and research stage.

A. Research Design

The purpose of this study was to find out the use of rolling ball media in teaching vocabulary for mentally retarded students and the responses of the use of the media. To explore the problem, this research applied a qualitative design by doing classroom observations and interviews. This study interviewed teachers about the procedures for using rolling balls in increasing students' vocabulary and observed the class to find out the students' responses. This design is suitable because the researcher can obtain rich and in-depth data.

B. Research Setting and Subject

The study is carried out at SLB BC Sasanti Wiyata Surabaya. The rolling ball media was employed in this school to teach English vocabulary to mentally retarded students. This research focuses on Mentally Retarded Students who have been taught about vocabulary using Rolling Ball media and English Teacher used rolling ball as an English teaching medium to assist mentally disabled students in learning English vocabulary. The Teacher is chosen because they have at least two years of professional experience and a degree in special education. This school is at JL Simorejo Sari B-6, No. 28, Sukomanunggal, Surabaya, Jawa Timur, 60181, Indonesia SLB Sasanti Wiyata is a school that applies Rolling Ball media, focusing on teaching English vocabulary to mentally retarded students. Therefore, the researcher chose this school as setting and subject of the study

C. Data and Source of Data

1. Data

To conduct this research, the data were from participants' answers based on interviews and observations. The data are teachers who apply rolling ball media to facilitate mentally retarded students in learning English vocabulary and students' responses to the use of rolling balls in learning English vocabulary

2. Source of Data

Sources of data in this study are teachers and students. To answer the research questions researchers obtained the data from observation and interviews. Researchers become observers during the teaching and learning process. Researchers observed the class when teacher used rolling ball media to teach English vocabulary. The researchers observed classroom activities. Other data are teacher's interviews about the use of rolling ball media in teaching vocabulary

D. Data Collection Technique

In this study, the data collection technique is used to supplement the research questions. According to Creswell,⁷⁴ there are four types of data qualitative research, including observations, interviews, questionnaires, documents and audiovisual resources. This study collected data from observations and interviews.

a. Observations

Observations were conducted to collect the data about rolling ball media at SLB BC Sasanti wiyata Surabaya. St John's University of Tanzania's website explains that observational research involves watching or viewing behavior and systematically recording the result of those observations.⁷⁵ It means that observation is part of activities like watching, viewing, and paying attention to an object in the research. The observation can be supported with recording, therefore the research is not only watched but also can be analyzed in a deep way.

In this study, the researcher observed the class through the activity of the teacher and students. The researcher observed the situation, condition and the teachers' implement the media in the classroom, the teacher observed while the teacher implemented the media. The teacher was teaching and learning the process using rolling ball media. The research observed students' activity. The response and the process of students' learning are important in this study

⁷⁴ Jhon W. Creswell, *Educational Research: Planning, conducting, and evaluating Qualitative and Quantitative Research*, 4th edition (Boston: Person Education, Inc, 2012), p. 212.

⁷⁵ St John's University of Tanzania's Website (Observation in Research : retrieved from http://www.sjut.ac.tz/policies_forms_on_May_20, 2021)

b. Interview

An Interview was conducted to collect data about mentally retarded students' responses at SLB sasanti wiyata, the researcher interviewed the English teacher in the SLB BC Sasanti wiyata. The research used the semi-structured interview to get the data of students' responses in learning using rolling ball media. Rubin & Rubin adds the semi-structured interview, which is a more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses".

The researcher uses interview guidelines. Researchers interviewed teachers about how they used rolling balls to facilitate mentally retarded students in learning English vocabulary. To conduct interviews, researchers asked the teachers several questions related to the steps and procedures for using rolling balls to teach English vocabulary for mentally retarded students. Researchers also use interviews with teachers to find out how students respond, the reason researchers use interviews with teachers is the researchers cannot conduct interviews with students because students with mild mental retardation show fluency only in limited vocabulary. Students with mental retardation also have difficulty drawing conclusions about the content of the conversation. To get additional data related to student responses.

E. Research Instrument

The Instrument is the tools that are required to get information. An instrument, according to Gay and Airasian,⁷⁶ is a tool for gathering data. While Arikunto⁷⁷ argued that the instrument for collecting data is a tool that researchers use to make data collection more systematic and easier, Sugiono stated that the researcher is the instrument in qualitative research.⁷⁸ As a result, researchers should test their own research ability.

⁷⁶ Peter Airasian and L. R. Gay., Educational research: Competence for analysis an application (6th ed.). (New Jersey: Merrill Prentice Hall. 2000) p. 145

⁷⁷ Arikunto, S. Prosedur Penelitian Suatu Pendekatan Praktek. (Jakarta: Rineka Cipta.2000) p. 134

⁷⁸ Sugiyono. 2008. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung : ALFABETA, 2008) p. 222

The most of data in qualitative research is collected through participant observation, depth interviews, and documentation. According to Sugiono,⁷⁹ The basic approach used by qualitative researchers to obtain information is participation in the situation, direct observation, in-depth interviews, and documentation evaluation. Paraphrase formalized interviews and observations were used by the researchers in this study.

In this section, the researcher used the instrument to complete all of the data required for this study. The following instruments can be used to get those data:

a) Video Recorder

The researcher used a video recorder to record the activities of mentally retarded students' vocabulary learning using rolling ball media. The video recorder's output was used to answer the research question with further information.

b) Field note

In this study, the researcher used field notes. The researcher systematically recorded all actions that occurred during the teaching and learning process, as well as the Activities of learning with rolling ball media that the teacher did in class. The data was supported with field notes in order to answer the question.

c) Observation Guideline [See Appendix 1]

The observation guideline shows the things to observe in the class. The researcher observed the material, the activities, and the students' responses after learning using a rolling ball.

d) Interview Guideline [See Appendix 2]

The interview guideline includes an instrument to address the first and second research questions about facilitating mentally retarded students' vocabulary learning with rolling ball media at SLB BC Saanti Wiyata Surabaya. There are 27 questions about learning using a rolling ball, the question is to know the preparation of the media. Furthermore, the questions are intended to learn about the technique as well as the students' responses to the learning.

⁷⁹ Ibid, p. 225

F. Data Analysis

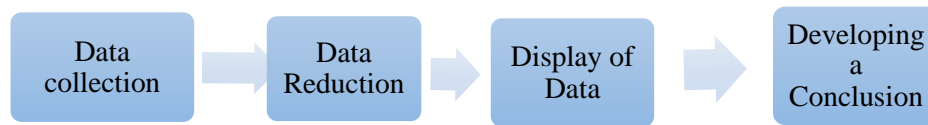


Figure 3.1 The Data Analysis Technique

The data analysis technique that will use is analysis data interactively that stated by Miles and Huberman⁸⁰. According to Miles and Huberman, data analysis activities include data collection, data reduction, data display, Conclusion.

a. Data Collection

This study compiled data from observations and interviews. Observation guidelines were used as indicators to determine the response of mentally retarded students in the use of rolling ball media in learning vocabulary. Interview guidelines were used to find out the procedures for using bolster ball media in learning English vocabulary.

b. Data Reduction

c. The second step is data reduction. "Reducing data means summarizing, choosing the main things that focuses on the important findings ⁸¹In this step, the data obtained from interviews and observations are selected which are important to group. Researchers obtained data from interviews with teachers. Researchers reduced data that is not related to the topic of using a rolling ball to make it easier for mentally retarded students to learn English vocabulary and the responses of mentally retarded students in learning English vocabulary. Researchers used information related to the topic. Therefore, it was chosen for the specific information required for this study. Data Display After reducing the data, the next step is to display the data that has been collected by the researcher. To display the data, the researcher used an explanation of the use of rolling ball media to make it easier for mentally retarded students to learn vocabulary at SLB-BC Sasanti.

⁸⁰ Matthew B. Milles, and Michael A. Huberman, *Qualitative Data Analysis*. (Arizona State University : America 1994). P.10

⁸¹ Lexy J. Moleong, 2006. *Metodologi Penelitian Kualitatif*. Bandung : PT Remaja Rosdakarya. P. 330

Wiyata Surabaya. In addition, the researcher explained how the students responded after learning vocabulary using the media. researchers can display the data using the form of tables or essays. Miles and Huberman stated: "Seeing the display helps us understand what is happening and carry out a further analysis or caution on that understanding"⁸². In this study, the researcher used a qualitative method so that the use of essays to display data was very suitable. Drawing Conclusion

After redacting and displaying the data, the next step was the conclusion. The conclusion was the result of the redacting data and displaying data that was connected with interview data and documents. There were two types of conclusions. The first was that researchers might use the temporary result as a final conclusion if it was valid and could solve the research problem. But, if it is not valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in line with the formulation of the research problem or not.

G. Stage of Research

Before conducting the research, the researcher conducted some stages as follow:

- a. The first stage is asking permission from the school, which is SLB-BC Sasanti Wiyata Surabaya, where it is used as a research location to take the data. It is done to give information that the researcher conducted the research in that school. After getting permission, the researcher contacted the English teacher who teaches English vocabulary using a rolling ball to make an appointment to do the research.
- b. After making an appointment with the teachers, after an appointment with the teacher, the research goes to the school to do observation and interview English teachers who teach mentally retarded students. The observation and interview stage was the process of collecting further data from the study.

⁸² M.B Miles, & Huberman A.M. 1984, Analisis Data Kualitatif. Terjemahan oleh Tjetjep Rohendi Rohidi. 1992. Jakarta : Penerbit Universitas Indonesia. P. 11

- c. After the observation and interview, the following stage was to evaluate the data that was discovered using the data analysis technique. The researcher next started to provide the information in the form of narration in the research findings. The researcher next analyzed the data using the relevant theory to assist them and confirmed that the data was correct. The final stage was to draw conclusions from the data that had been provided



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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the results of the report's findings and conclusions. It is separated into two sections. The first section contains the research findings. The second section is a description of the researcher's reactions to the findings and how they connect to the hypotheses. This chapter's description is consistent with the two research questions provided in Chapter I.

A. Research Finding

1. The Procedure of using a Rolling ball media to facilitate mentally retarded students in learning English vocabulary

This research was conducted at SLB BC Sasanti Wiyata Surabaya. To get data on how to use rolling ball media to facilitate mentally retarded students in learning English vocabulary. Researchers conducted interviews with teachers who have experience in teaching English to mentally retarded students. These results were taken by interviewing teachers.

After an interview with the English teacher, the data revealed that the teacher utilized a rolling ball as a learning tool for mentally disabled students to learn English vocabulary. The teacher uses this media from May 2019 and uses it to teach English to deaf students then the teacher also uses this media to teach mentally retarded students. However, this media can only be applied in the classroom, when mentally retarded students are studying online, the teacher does not use it. Because this media can only be used when learning in class.

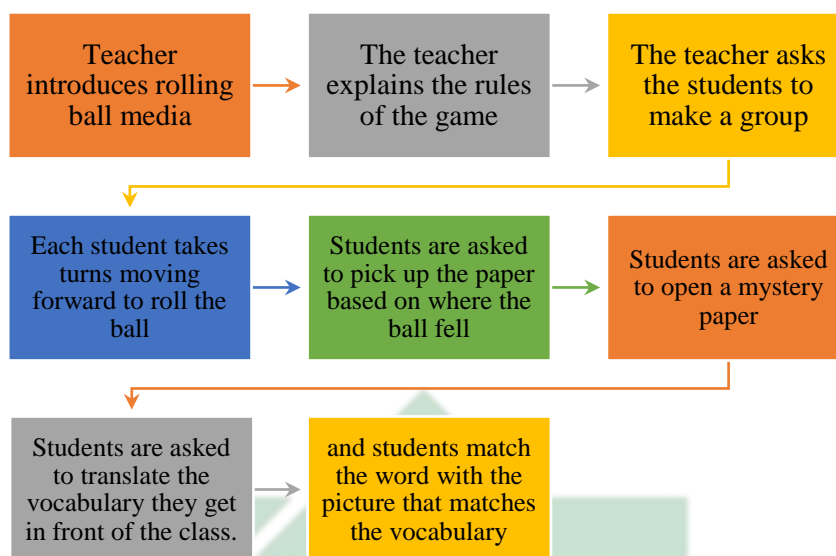


Figure 4.1 the Procedure for Using a Rolling Ball as a Media for Teaching English Vocabulary to Mentally Retarded Students

During the opening activity, the teacher conveyed the activities to be carried out, namely playing rolling ball. Before the teacher uses a rolling ball, the teacher explains to mentally retarded students about the use and how to play rolling ball. The media that will be explained at this time is the use of a rolling ball to remind students related to the vocabulary that has been studied previously in mentally retarded children. This learning has the theme of object vocabulary with developmental aspects to be achieved in the form of introducing animals, plants, and vegetables. *"To teach with a rolling ball game, teachers and students must know the role and how to use this game. We explained to them before we started playing. If students already understand the game can be started, but the teacher still accompanies and is ready to guide if students have difficulty."*(Interview section).

Before playing the teacher should give a clear footing or example to the child so that there are no mistakes later when playing, related to the activity steps, names, and functions related to each tool and material used. Because the students being taught are mentally retarded students, the teacher introduces and explains the rules of the rolling ball game repeatedly, so that students can understand the explanation well.

"In using the rolling ball students are asked to form groups consisting of 2-3 students, because mentally retarded students have intelligence below average, so students have difficulty capturing the existing material, so it can make it easier for

students to understand the material by collaborating with friends.” (Interview section). According to the above statement, the teacher asks students to stand up and create groups. Then explain the procedure and give an example of how the game procedure is. The teacher asks the students to play when they have understood the instruction and know-how to do so.

This game can be done by competing between groups or groups. Each group that is ready to compete will be given equipment in the form of:

- a. 1 board that is ready to use
- b. 1 Small ball or marble that can be used interchangeably
- c. The distribution of tools must be balanced for each group



Figure 4.2 Rolling Ball Media and Marble

The way to play is for students to gather with their respective groups, then each group line up to take turns rolling the ball, after students roll the ball on the board, three red, yellow and green boxes are provided under the board. Students are asked to take a roll of paper in one of the boxes where the ball falls, for example, students drop the ball in the yellow box, then students must take the roll of paper in the yellow box, *"Every student has the opportunity to roll the ball, the goal is to measure their understanding of vocabulary material. words using a rolling ball game and also so that all students are expected to be active in the learning process."* (Interview section).

The next stage is that students are asked to take rolls of paper based on where the ball falls. The purpose of this activity is to make students brave. Then students are asked to open a mystery paper, and read the vocabulary obtained, "*the questions that students must answer concern the subject that the teacher has given them, especially the vocabulary of fruits, vegetables, and animals.*" (Interview session). The vocabulary given is vocabulary that has been studied previously so that by using this media, students are expected to be able to remember the material that has been invited previously, especially mentally retarded students are students who have IQs below average, so by remembering students can remember the vocabulary that has been taught.

Then students are asked to translate the vocabulary they get in front of the class and match the word with the picture that matches the vocabulary. If mentally retarded students have difficulty answering the vocabulary they get, students can discuss with their groups to find the meaning and answers of the vocabulary. The goal is that students can work together with other friends so that a sense of brotherhood will be built between them.

Based on the results of interviews and observations, the researcher found that rolling ball was used as an evaluation in the vocabulary learning process. An English teacher at SLB Sasanti Wiyata Surabaya who taught in English to mentally retarded students using a rolling ball claimed that there is a cause for selecting a rolling ball as a teaching medium. This means that it makes it easier for students to recall the vocabulary that has been learned, then each theme can be used to practice using this media if in one of the themes students still have difficulty memorizing vocabulary whose meaning is not known. The advantage is that students can memorize vocabulary while playing, "*I use this media because it makes it easier for students to remember the vocabulary given, the advantage is that students can memorize vocabulary while playing, then we can use their respective themes to practice using this media if in one of the themes students are still difficulty memorizing unknown vocabulary*" (interview section)

2. Students' responses when using rolling balls in learning English vocabulary

This research was conducted at SLB BC Sasanti Wiyata Surabaya. To get data on the response of the mentally retarded students when the teacher teaches vocabulary using rolling ball media, the researcher makes observations regarding English vocabulary learning activities. The researcher also conducts interviews with the teacher because the mild mentally retarded students show fluency only in a limited vocabulary. Mentally retarded students also have difficulty in concluding the content of the conversation. Based on the results of interviews, the number of mentally retarded students in this school was 9 students, but due to the pandemic situation there were only 3 students present, so to strengthen the data for this study, the researchers interviewed teachers.

Researchers observed students' responses in verbal and non-verbal responses. Verbal responses use words to express ideas and thoughts. While, non-verbal responses use eye contact, facial expressions, gestures, posture, vocal intonation, distance, and touch.

These results indicate the response of mentally retarded students to the application of rolling ball. The results are below:

a. Observation result

The result of observations of mentally retarded students' responses to learning English vocabulary with a rolling ball showed that they were very happy to participate in these activities. This is shown by their participation in-class activities. Mentally retarded students ask questions when they don't understand the teacher's explanation or when they have difficulties, students also share their opinions with friends and work together to find vocabulary answers on paper. Mentally retarded students also participate in matching cards with their partners. (*Observation section*)

Mentally retarded students can answer many questions in a rolling ball box. This proves that the teacher gives a lot of questions to the mentally retarded students. For example, the teacher gives various vocabulary about fruits. Before the learning activities are carried out, the teacher discusses the questions with the mentally retarded students. The teacher asks about the theme, the names of the fruits that have been studied in the previous meeting and the mentally retarded

students pay attention and scramble to answer what they know. The teacher is very patient in guiding mentally retarded students to answer questions. "What is this word?" , "What does watermelon mean?" , "Where is the watermelon picture?" etc. They also actively ask. (*Observation section*)

Students dare to appear in front of the class. Students from each group came forward to roll the ball and take the roll of paper that was in the box where the ball fell, mentally retarded students also attached the results of their group work with the appropriate pair. They dare to give their opinion. This proves that students can express their opinion about the content of the vocabulary. In addition, the teacher gives questions to students. It aims to explore their ability to answer. They can talk shamelessly. They are diligent. They diligently paste the card. Students actively paste cards. Students can participate in learning. They can finish the cards together. (*Observation section*)

They can move. The students can move when they roll the ball and pick up the roll of cards in one of the cities where the marbles fell, they also look for cards that suit them. They don't just sit, they move too. In addition, learning makes students active. They are not passive in the learning process. It seems that students are always doing activities. For example, students read the vocabulary they got, other friends in the group discuss answers together, students stick cards on paper, students come to the front of the class to paste their group work, students can participate in matching the appropriate cards. It makes students more creative. They easily catch the students' intentions. (*Observation section*)

Students can carry out all the procedures that have been explained by the teacher, such as: students can understand the teacher's explanation well, they can carry out activities well, they can roll the ball and pick up the card correctly, they are also able to interpret vocabulary and match cards with the appropriate pictures. In the card, the vocabulary is adjusted to the picture to be matched, so that students with mental retardation can easily understand and find it easily. (*Observation section*) In addition, mentally retarded students are happy when the teacher explains the material clearly. They also enjoy the process of learning activities using rolling balls. Mentally retarded students also use nonverbal responses. It seems that when they paste the cards, they come to the front of the

class, and they match the matching cards with friends. Nonverbal response when students can convey their meaning with gestures, facial expressions and so on.

Students can do all the rolling ball game procedures, such as: students can roll the ball and pick up the card roll in the appropriate place where the ball falls, they can carry out activities well, they can read vocabulary correctly and interpret it, they can also match cards with pictures that match the words they get. In cards, topics are based on themes that have been studied in previous meetings, so students with mental retardation can easily recall the vocabulary they have learned. In addition, mentally retarded students are happy when the teacher explains the material clearly. They also enjoy every process of the rolling ball game. (*Observation section*)

Although students enjoy the learning process, some students do not enjoy doing activities in class. These examples show that students actively participate in the activity. However, there were students just sitting and gawking. He is a student with severe mental retardation, so they cannot participate in learning activities properly. The teacher tries to invite these students to participate in learning. However, he could not understand the activity at all and just knew. (*Observation section*)

In conclusion, the teacher tries to create a good atmosphere with the best activities. They try to make the learning process run well. This is an effort by the teacher so that students with mild mental retardation can be happy and enthusiastic in learning and can capture the material well.

b. Interview Result

After conducting interviews with the teachers, the data showed that students' responses varied. They enjoy learning using a rolling ball. Learning comes alive. Students can easily receive the material with enthusiasm and enjoy it. This is because the teachers' explanation makes students understand well. They were happy in the activity of rolling the ball and looking for answers from the mystery paper they got. In the learning process, students easily accept the material by using the media.

Learning is more fun and lively. They enjoy every step of the rolling ball game. This means that students enjoy the whole process of learning English by

using a rolling ball game. Vocabulary learning is easy for students to understand. They are more enthusiastic in matching vocabulary and answers using this game.

English teacher said:

“Students are very enthusiastic and interested in learning. Rolling balls are very effective because students can understand the material easily.”

(Interview section)

The material is about the vocabulary of objects. Students get a lot of activities through rolling ball games. Playing activities using a rolling ball not only roll the ball and match cards but this activity also reminds students of the vocabulary they have learned in the previous meeting. This makes students happy in the learning process. They can recall many words without stress. The classroom feels so alive. Students learn by playing games. It was great fun for them.

The English teacher said that rolling ball media was very effective. It is proven by all students who understand the material well. Students easily understand the material. They pay attention to the teacher. Students and teachers feel the difference in learning using a rolling ball. Students can recall a lot of vocabulary in previous lessons. Because the media can explore students' creativity. Therefore, students give the best response. They feel this medium is suitable for them. They are interested in this learning step. It appears when they compete to take the card roll and match the card with the appropriate answer. There is enthusiasm for doing so.

There are several activities related to the rolling ball game, namely: first, rolling the ball, meaning that students have to roll the ball and pick up card rolls based on where the ball falls, second, match vocabulary. This means that students have to paste and match the vocabulary with the pictures provided in front of the class. Third, match the translation of the sentence. This means that students have to match the English vocabulary with its Indonesian translation and read it in front of the class. They waited for every step with enthusiasm. This shows that students enjoy class activities.

Not only about the easy rolling ball procedure, the response of mentally retarded students also good. Here, student responses give influence in the learning process. The mentally retarded students easily understand the material, when they feel

comfortable. They need comfortable conditions and easy understanding when they learn something new.

B. Discussion

This session describes the research findings that are based on the theory and previous studies provided in the second chapter of this study. In this discussion, this study aims to determine the procedure for using rolling balls as a medium for learning English vocabulary for mentally retarded students at SLB. The finding of this research supports the usage of a rolling ball as a teaching medium. The participant of this study was an English teacher at SLB (Special School) Sasanti Wiyata Surabaya and was improved based on interviews. Based on the results of interviews, rolling ball offers attractive advantages for students with special needs.

This study's findings are comparable to those of Laela Mufida. This study was carried out on the Learning Media for the Development of Arabic Speaking Skills. The conclusion of this study is that the results of the needs analysis show that teachers and students want the development of Rolling Ball learning media which includes material, KI-KD, vocabulary, conversation, and evaluation. The test results stated that the results of the hypothesis test were accepted, with details of the results of the right-hand hypothesis test resulting from the scores of students working on the test questions showing t count 39.07 and the results of student assessment through observation showing t counting 27.42. They all fall in H_a 's reception area, so H_a is accepted. The t table of 2,042 falls on the acceptance of H_0 , so that the new product is more effective than the old product.

Another finding from Hisbullah Huda. This research was conducted on how to apply rolling ball to improve Arabic speaking skills. Research shows that one of the language games that are considered interesting in learning Arabic is Rolling Ball. This game is a way of learning that requires students to learn to talk a lot. Besides that, students will be more enthusiastic, and improve their performance students' speaking skills. Some aspects of the assessment include courage, fluency intonation and "qowaid".

This study aims to evaluate the efficacy of using rolling balls as a means of teaching English to mentally retarded students at SLB (Special School) Sasanti Wiyata Surabaya. The first section of this study discusses the analysis of the literature

related to the use of rolling balls as a teaching medium. The second part is an attempt to expand the results of interviews with English teachers. The rolling ball was found to increase students' vocabulary and pronunciation.

1. The Procedure of using Rolling ball media to facilitate mentally retarded students in learning English vocabulary

The first research question of this study was asked about how to use Rolling ball media to teach English vocabulary to mentally retarded students. Briggs argues that media are all physical tools that can present messages and stimulate students to learn.⁸³ Meanwhile, according to Arief S. Sadiman, et al, media is one of the learning resources that can channel messages to help overcome obstacles in learning, such as differences in learning styles, interests, intelligence, sensory limitations, body defects, or geographical distance and time barriers.⁸⁴ While in this research, media is a tool that can support the learning process and make it easier for teachers to deliver subject matter for mentally retarded students.

However, the finding showed that there are some procedures for using rolling balls in the process of learning English vocabulary for mentally retarded students. The teacher introduces the rolling ball media. The teacher explains the rules of the game, the teacher asks the students to make a group, the teacher asks students to determine the first player. Each student takes turns moving forward to roll the ball. Students are asked to pick up the paper based on where the ball fell, Students are asked to open a mystery paper, and then they are asked to translate the vocabulary they get in front of the class.

The first is Teacher introduces rolling ball media, Briggs argues that media are all physical tools that can present messages and stimulate students to learn.⁸⁵ Anggraini said that games using balls can improve gross motor skills in mild mentally retarded students. So it can be concluded that even though they have retarded intelligence, mild mentally retarded students can follow academics. This result is also the same as Sutjihatis' research⁸⁶ that mentally retarded students are

⁸³ Briggs. L. Principles of Constructional Design. (New York. Holt, Rinehartand Winston. 1970).

⁸⁴ Arief S. Sadiman, *dkk*. Media Pendidikan. (Jakarta: Rajawali Pers. 2011). P 14

⁸⁵ Briggs. L. Principles of Constructional Design. (New York. Holt, Rinehartand Winston. 1970).

⁸⁶ Sutjihati Somantri, Psikologi Anak Luar Biasa . (Bandung: PT. Refika Aditama 2007)

students who are less than six years old and have a mild level of mental retardation who can understand the material because they get a clear explanation from the teacher.

The second is the teacher explains the rules of the game, before the teacher uses a rolling ball, the teacher gives an explanation to mentally retarded students about the use and how to play rolling ball. After the students understand how to play it, the teacher gives an assignment by using it as a medium. According to Mastropieri & Scruggs that to teach students who have retarded intelligence, the materials and teaching methods must be simple and the review carried out repeatedly.⁸⁷ The teacher explains the material slowly, clearly and repeatedly because the teacher teaches mentally retarded students so that students can understand the material well. This can be seen from the results of interviews with English teachers that most of the students who have studied this media their comprehension improved even though they took longer than normal students. The aim is to train and help them understand the task and also to get them excited about learning.

Next, the teacher asked the students to make a group. The teachers asked the students to work in groups consisting of two or three persons, so that when the students found difficulties the other students could help. According to Landsberger, cooperation or learning together is a group process in which members support and rely on each other to achieve a consensus.⁸⁸ In addition, the ability to cooperate can increase self-confidence and the ability to interact, as well as train students to adapt to a new environment. As happened to the English teacher at SLB Sasanti Wiyata Surabaya who used group work to facilitate Mentally Retarded Learners. Based on interviews, this study found that teachers use group work to facilitate Mentally Retarded learners to be more active in learning, help each other when they have difficulties and be more confident in expressing their opinions.

⁸⁷ Nurul Istikhomah, *Retardasi Mental (Tunagrahita)*. (program studi psikologi fakultas psikologi universitas 17 agustus 1945 Surabaya, Surabaya 2017)

⁸⁸ Landsberger, J. (2011). Problem-based learning. <http://www.studygs.net/pbl.htm>

The teacher asks students to determine the first player, before playing, the players first do Suten to determine the order of the players. The player who wins will play first. According to Tillman tolerance is mutual respect, with the aim of peace. Tolerance is said to be an essential factor for peace.⁸⁹ In this school the teacher distributes the order of play to the children before playing so that the children do not fight over each other in play.

Next, students take turns moving forward to roll the ball, Students are asked to pick up the paper based on where the ball fell, then open a mystery paper, mystery paper contains vocabulary that students have learned in the previous meeting, according to Oxford Pocket Dictionary, “vocabulary is all the word that person knows or use or list of words with their meaning, especially in a book for learning a foreign language”.⁹⁰ So Vocabulary is absolutely important in the aspect of learning English because the first aspect that students must understand while studying English is English vocabulary.

And then Students are asked to translate the vocabulary they get in front of the class. Speaking in front of the class for some students is not an easy thing to do, some even consider it a scary thing, especially for mentally retarded students. For them, speaking in front of the class there are many obstacles that cause them not to dare to speak. For example, the emergence of feelings of nervousness, lack of confidence, inferiority, even feeling that they cannot speak in public. According to Frinaldi, Courage is defined as a trait that dares to take risks in making decisions quickly and on time. The nature of a person's courage is not possessed from birth but this trait can be formed by creating a conducive atmosphere so that he feels comfortable and more confident.⁹¹ In the learning process, the nature of students' courage is needed to support the success of the teaching and learning process

The teacher uses a rolling ball as a teaching medium to teach English vocabulary to mentally retarded students. However, this media was applied before the pandemic, when mentally retarded students were studying online, teachers did

⁸⁹ Tillman, Diane. *Living Values Activities for Young Adults*. (Jakarta : Grasindo, 2004) p 93

⁹⁰ *Oxford Learner's Pocket Dictionary* (Oxford University Press 1991)

⁹¹ Frinaldi, Aldri dan Muhamad ali embi. *Pengaruh Budaya Kerja etnik terhadap Budaya Kerja Keberanian dan Kearifan PNS dalam Pelayanan Publik yang Prima (Studi Pada Pemerintahan Kabupaten Pasaman Barat)*, (Lab-Ane Fisip UNTIRTA. 2011).

not use it. Because this media can only be used when learning in class. The results of Adawiyah's research show that there is an effect of Jigsaw cooperative learning model with rolling ball media on student learning outcomes in thematic subjects of class V SDN Kebun Bunga 6 Banjarmasin.⁹² So, by using rolling ball media, mentally retarded students will find it easier to remember vocabulary because they learn while playing. This method is one of the interesting ways to teach English for the mentally retarded and maybe other teachers can try this medium to teach normal students and students with special needs.

The vocabulary that can be applied to the rolling ball depends on the lesson and the topic of the previous lesson. In this school, the teacher usually uses a rolling ball to teach vocabulary about objects such as fruits, vegetables and animals. For example, the teacher teaches about fruits. In the fruit material, there are many fruits; apples, bananas, grapes, etc. Then, in the box, there is a paper containing pictures of the fruits that have been studied in the previous meeting. The purpose of giving pictures to mentally retarded students is to make it easier for students to memorize English vocabulary. For example, the word fruit is in the first box. There is a word about animals in the second box. The reason why there are different words and challenges in each rolling ball box is that each box has a different vocabulary theme.

Learning while playing is also beneficial for their improvement. Mentally retarded students can learn various ideas by learning while playing. They can, for example, master the concepts of color, language, size, structure, and so on. Learning while playing makes mentally retarded children happy, and they are not serious about studying. Anggraeni has studied this issue.⁹³ Anggraeni said that games using balls can improve gross motor skills in mild mentally retarded students. So it can be concluded that even though they have retarded intelligence, mild mentally retarded students can follow academics. This result is also the same as Sutjihatis' research that mentally retarded students are students who are less

⁹² Robiatul Adawiyah, Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Dengan Menggunakan Media Rolling Ball Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Tematik Kelas V Sdn Kebun Bunga 6 Banjarmasin, (Banjarmasin : UIN Antasari 2020)

⁹³ Haryani Putrid Aggraeni dan Dewi Kusuma Damajanti , *Efektivitas Penerapan Terapi Bermain Bola Untuk Meningkatkan Keterampilan Motorik Kasar Pada Tunagrahita Ringan Kelas 1 SMPLB Dharma Wanita Sidoarjo*, (Universitas Negeri Surabaya : Surabaya, 2015)

than six years old and have a mild level of mental retardation who can understand the material because they get a clear explanation from the teacher.⁹⁴

Based on the results of the interviews, students were able to answer some of the vocabularies in the roll of paper. For example, students can read grapes and then interpret the word watermelon using Indonesian and match it with the available pictures. From the results above, it can be concluded that giving simple vocabulary by playing games is beneficial for mentally retarded students. For example, Andi is a mentally retarded student. When he dropped the ball in the yellow box, he had to pick up a roll of paper in the yellow box, he had to answer questions containing the vocabulary that had been taught by the teacher in the previous meeting. Then match the pictures that match the vocabulary. When he succeeds in answering the questions, he gets a reward in the form of points. This method is an interesting activity because by giving rewards students will be more enthusiastic and feel enthusiastic. In other words, rewarding is effective because it can provide motivation, and it can reduce their stress. This result was done by Mar'atul Latifah.⁹⁵ The learning process that applies rewards can attract more students' attention so that it can foster students' enthusiasm for learning. Students also play an active role because they are motivated.

The reason why teachers use rolling balls as a teaching medium. is that it makes it easier for students to memorize the vocabulary given, then each theme can be used to practice using this media if in one of the themes students still have difficulty memorizing vocabulary that is not yet known. So the advantage is that students can memorize vocabulary while playing, as we know that by using rolling balls we can learn by playing games. By using it as a medium the teacher can give assignments to students and eliminate the perception that assignments are the scary part.

2. Students' response when learning English vocabulary using rolling ball media

Based on these findings, the mental retardation response was separated into verbal and-non-verbal. According to Widyo Nugroho in a book written by yuli

⁹⁴ Sutjihati Somantri, Psikologi Anak Luar Biasa . (Bandung: PT. Refika Aditama 2007)

⁹⁵ Mar'atul Latifah Dwi Saputri, Pengaruh Pemberian Reward Terhadap Motivasi Belajar Kelas I Mim Pekalongan Lampung Timur, Tahun Pelajaran 2017/2018, (Iain Metro, 2017) P 58

kurniati, he also notes the responses to verbal and non-verbal responses. This means that when students with mental retardation use a word to express themselves. They have the opportunity to express their interest in the learning process. Is an example of a verbal response. Examples of non-verbal responses when mentally retarded students see happiness and interest through behavior. They can indicate their facial expressions and gestures.

Mentally retarded students gave various responses in learning using a rolling ball media, including verbal and non-verbal responses. Verbal response using words or communication. Yuli kurniati states that verbal communication is communication that uses words, both spoken and written. Verbal communication is divided into two types, namely speaking and reading, listening and writing.

Verbal responses such as:

- Speaking and reading

When the teacher explains the materials and media that will be used in the teaching process, mentally retarded students were happy. Mentally retarded Students feel enjoy in the learning process. It is indicated when students can complete the vocabulary task given by the teacher. They can communicate and express themselves.

- Listening and writing

Mentally retarded are always curious about the set of activities given by the teacher. It was clear when they paid attention to the teacher's explanation. They pay attention to the teacher's explanations and instructions. Students read vocabulary as well as verbal responses.

Listening and speaking are the two most important aspects of interpersonal communication. Active listening involves paying attention to fully understand what is being said behind the message. If the listening process is deficient, what happens is a lack of understanding of the language used in translating the message, lack of time to translate the message into words, or ignoring the nonverbal cues that accompany the verbal message.

The learning process, according to Wina Sanjaya,⁹⁶ is a communication process. A communication process always consists of three main components: the message sender component (teacher), the message recipient component (students), and the message component itself, which is usually in the form of subject matter. Sometimes in the learning process there is a communication failure. This means that the subject matter or messages given by the teacher cannot be optimally received by students, meaning that not every subject matter can be well understood by students. Worse, students as message receivers misunderstood the content of the message conveyed. To avoid all of this, the teacher might design learning strategies that make use of various media and learning resources.

Non-verbal communication includes all aspects of communication other than words, such as how we pronounce words (volume), features, the environment that affects interaction (temperature, lighting), and things that influence personal image and interaction patterns (clothing, jewelry, furniture, etc).

A study conducted by Albert Mehrabian concluded that the confidence level of people's speech is only 7% from verbal language, 38% from vocal sounds, and 55% from facial expressions. He also added that if there is a conflict between what someone says and his actions, other people tend to believe non-verbal things.

Non-verbal response such as:

- Facial expression

Mentally retarded students are interested in rolling ball media. When students get to question and answer cards, they smile and become quite excited. Angryle claims that the most common form of nonverbal communication is facial expression.⁹⁷ In fact, not infrequently we already know the information that will be conveyed by the interlocutor, even before he uses words, just by looking at his facial expressions. For example, a

⁹⁶ Wina Sanjaya. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. (Jakarta: Prenada Media Group 2010).

⁹⁷ Angryle, M., Bodily communication, 2nd ed, (Newyork : Methuen, 1988) p. 36

single smile or frown can convey enough information from the other person.

- Eye contact

Mentally retarded students feel happy when they get vocabulary and find answer cards. They are enthusiastic about participating in learning using rolling ball media. According to Frisien in Hutchinson,⁹⁸ eye contact is important in non-verbal communication. You can communicate information by changing the way you look, stare, or blink. When a mentally retarded student sees something they like, for example, the blinking frequency will increase and the pupil size will dilate. Meanwhile, from the way a mentally retarded student looks at things, you can tell feelings such as hate or love. Also, things like not being able to maintain eye contact can be seen as a sign that someone is lying. So, the eyes can actually tell a lot about a person.

- Gestures

The mentally retarded student walks and moves when they do the ball rolling and find the matching cards. Students nod their heads to the teacher, it means they understand the teacher's explanation. Goldman states that Gestures are one of the easiest types of nonverbal communication to read.⁹⁹ Examples of nonverbal communication that use gestures are pointing, waving, or demonstrating a certain number of numbers. These things are certain things that we do very often when communicating. It can be helpful when verbal communication is not possible. For example, when a mentally retarded student listens to the teacher's explanation or does not understand the language spoken by the other person, the teacher can convey it with gestures and the information can still be conveyed properly.

- Touch

Mentally retarded students have never felt pressure in learning to use rolling ball media. They are challenged in the learning process using this media. Mentally retarded Students are also excited about matching cards

⁹⁸ Hutchinson, T and Waters, A. English for Specific Purpose. (Cambridge : University Press, 1987) 25

⁹⁹ Goldman, E. As Others See Us. (New York, NY: Routledge 1994), 121.

with their partners. According to Knapp and Hall,¹⁰⁰ various information can be conveyed by the touch we receive or give to others. Touch can signify friendliness, invitation, or even danger. In learning activities, examples of nonverbal communication using touch are shaking hands or patting the arm or shoulder.

- Posture

Mentally retarded students are happy when they move around to find a matching card. According to White Posture and eye contact are used to indicate attitude, approval, deception, warmth, status, affective mood, and other variables related to classroom interactions.¹⁰¹ This can be seen when mentally retarded students move and participate. Students feel challenged when they compete with other friends. It seems when they are scrambling to stick a card with their partner.

- Distance

The distance between teacher and student is sufficient. He is neither far nor too close. Proxemics refers to the study of how space and distance affect communication. There are four categories of distance according to the first, intimate distance, is that the space of the individual literally touches up to eighteen inches from the individual.¹⁰² Distance is very influential in the learning process so that teachers can convey the material clearly.

- Vocal intonation

Teachers use vocal intonation every day in their lessons and activities. According to White, vocal intonation or paralanguage as it is sometimes called include factors such as volume, level, pitch, pitch and pronunciation. Lewis also added, when communicating verbally, it is important to ensure that paralanguage is in harmony with the accompanying verbal message.

¹⁰⁰ Knapp, M. L. *Nonverbal Communication in Human Interaction*. (New York: Holt, Rinehart and Winston 1972), 40

¹⁰¹ White, Gayle-Webb. *Non-verbal Communications: key to improved teacher effectiveness*. (The Delta Kappa Gamma Bulletin, 2000),12

¹⁰² Dr. Anjali Hans-Mr. Emmanuel Hans. *Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication*. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 20, Issue 2, Ver. IV (Feb. 2015), 49

¹⁰³In learning activities the teacher can say it softly to convey calm or he can say it loud and fast to convey a sense of urgency. A teacher could also use the same phrase in a sarcastic tone, which would imply annoyance and impatience.



¹⁰³ White, Gayle-Webb. Non-verbal Communications: key to improved teacher effectiveness. (The Delta Kappa Gamma Bulletin, 2000)

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher's conclusion is presented in this fifth chapter, which also includes recommendations and suggestions for teachers, students, and future researchers.

A. Conclusion

In the first research question, the researcher asked about the procedure of using rolling ball as a teaching media to facilitate mentally retarded students in learning English vocabulary. The procedure is that before students use the rolling ball, the English teacher provides an explanation of the uses and procedures for using the media. Then the teacher gives an example of using the media. After that, the teacher gave directions and gave an example of how to play a rolling ball as a media task. The teacher gave them an assignment using a rolling ball. While playing a rolling ball, the teacher controls the activities of the students and directs the students who are having difficulty when they get the mystery box. At the end of the game, the teacher gives feedback. Based on the interviews with the teacher, the reason the teacher chose rolling balls as a teaching medium is to make it easier for students to remember the vocabulary that has been learned. Then each theme can be used to practice using this media if, in one of the themes, students still have difficulty memorizing vocabulary that is not yet known. The advantage is that students can memorize vocabulary while playing.

In the second research question, the researcher asked about the mentally retarded students' response when learning English using rolling ball media, response divided into verbal and non-verbal response, based on the observations and interviews, students provide various response in learning using rolling ball media including verbal and non-verbal. Verbal response using words or communication such as speaking, listening and also reading, while non-verbal response using eye contact, facial expressions, gestures, posture, touch, vocal intonation, and distance.

B. Suggestion

The researcher makes the following recommendations suggestions based on the study's result and limitations:

1. Teachers'

In this study, the teacher used the Rolling Ball to teach English to mentally retarded children at SLB Sasanti Wiyata Surabaya. After this, the teacher should develop a plan for integrating the rolling ball into the learning process.

2. Students'

Beyond the teacher, learners play an important part in the teaching - learning activities, there are several things that benefit from learning media. As a result, students can use anything in their environment as a medium for learning.

3. Future Scientists

The study focused on the medium which is used to teach English to mentally disabled students. So, if other researchers were focusing on the same problem in this study, it is much better if they could focus on the university aspect or other Language skills, which they would most probably be able to achieve.



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