

## **CHAPTER IV**

### **Research Findings in Teaching English**

This chapter discusses the research finding which consists of the use of TPR method, the description of the research activity in teaching learning process, and the analysis of research instrument, so that the student's achievement after implementing this method will be found out.

#### **A. The description of teachers' activities in implementing TPR method.**

Before doing the research, the writer did the preliminary study and conducted interview with Mr Bilal. The researcher asked several questions like the teaching-learning model especially in teaching English and the problem encountered in teaching learning process. From the result, the researcher found that the only problem was their IQ; which was lower than the average students and their short span attention.

As what the writer stated in previous chapter, the research would be conducted in four meetings. The description on the teaching-learning process using TPR is explained as follow:

#### **1. Preliminary study**

A preliminary study was used to get the information about the model of teaching and learning English in SLB Karya Asih Margorejo and

the problem that both teacher and students encountered in teaching learning process.

In this step, the researcher met with the headmaster and submitted permission letter for conducting research in her school. After having discussion with the headmaster, Mrs. Hindun, she accompanied the researcher to the teacher of junior school level, Mr. Bilal. The next day, the researcher conducted interview with Mr. Bilal. The researcher asked several questions like the teaching-learning model especially in teaching English and the problem encountered in teaching learning process. From the result, the researcher found that the only problem was their IQ; which was lower than the average students and their short span attention.

Mr. Bilal portrayed those children as a bottle which had a little mouth; we had to pour into it little by little, so that the water can enter smoothly, if we poured the water hardly, it would spill all over the bottle. For those children who have lower IQ, the teacher should transfer the knowledge slowly as they receive it slowly too.

## **2. Cycle One**

Cycle one was held on Tuesday, August 29<sup>th</sup> 2012 and the duration were 30 minutes. The steps are explained as follow:

#### a. Planning

After identifying problem on preliminary study, the researcher prepared everything needed to do the action for cycle one. In this cycle, the researcher acted as a teacher and conducted the teaching-learning process. Firstly, the researcher made teaching module which consisted of four lesson plans based on the syllabus given by the teacher, and implemented it in the learning process. In this research, the writer used one lesson plan for each cycle. The lesson plan can be seen in the appendix.

#### b. Acting

At the beginning of the lesson, the researcher, who played a role as a teacher in this research, asked trivial questions to the students about their morning activity. They needed personal approach, so that the trivial question would help the researcher a lot in doing the research. After that the researcher introduced three clauses `I brush my teeth`, `I wash my hair` and `I comb my hair` one by one, then she asked the meaning of these clause. Because the students are clueless, the researcher gave the clue by gestures. The researcher talked slowly yet loudly so that the students could understand and respond to the questions and instructions. After that, the students rehearsed with the researcher; the researcher gave the command and students do the command together.

At the end, the researcher gave daily test one. The researcher gave the command orally and the students had to respond the command by gesture and the given command was based on the daily evaluation checklist. The researcher noted down the results based on the daily evaluation checklist guideline secretly. In this case, the researcher always gave compliment as a reward for everyone regardless right or false answer.

c. Observing

The observation was carried out by the teacher while the researcher implementing TPR method in the class. In this activity, he observed the technique, activities and the students` responses during teaching-learning process. The observer sat behind the students while filling the observation checklist given by the researcher. There were several notes needed to be considered. First, some students seemed could not enjoy the lesson; they still felt awkward with the new teachers even though the researcher tried her best to do personal approach from the very first time. Second, the short span attention of the students also became the major problem; after several minutes, they were busy with their selves (staring blankly at the window or doodling on the table).

d. Reflecting

In this stage, the researcher and the teacher discussed about the teaching-learning process; the problem encountered and the solution

based on the observation result. To overcome the awkwardness, the researcher needs to be friendlier especially to the male students who were extremely shy to the opposite sex. While the 'busy by them selves' problem, the researcher should never be tired of drawing their attention. Compliment and trivial questions are the best way to draw their attention. The given materials were suitable with their level even though the first daily test result were still low. It could be seen from table 4.1:

Table 4.1

## Daily test evaluation one

No	Name	Score	Note
1	NurJannah	40	Unsuccessful
2	Irma Nurhayani	40	Unsuccessful
3	AnisaFerdina	30	Unsuccessful
4	Edwin Saputra	40	Unsuccessful
5	Adam Kurnia	30	Unsuccessful
<b>Total score</b>		<b>180</b>	
<b>Average score</b>		<b>36</b>	<b>Unsuccessful</b>

Based on the table 4.1, none of the students got the targeted minimum score (KKM) which is 60. But this result was predicted since this was the first cycle with a very limited time allocation.

### 3. Cycle Two

Cycle two was held on Thursday, August 30<sup>th</sup> 2012 and the duration was 30 minutes. The steps are explained as follows:

a. Planning

Equipped with the reflection result of the previous cycle, the researcher had more preparation to do cycle two. In this cycle, the researcher focused on the delivering the material. But the researcher did not neglect the students` condition too. To make the students enjoy the teaching-learning process, the researcher built fun learning environment.

b. Acting

Before starting the lesson, the researcher always gave several trivial questions to the students; this is useful to build the rapport between teacherand students and to measure their language level. The lesson begun with a very simple command like `STAND UP`, `SIT DOWN`, UP `YOUR HANDS`, etc. After that, the researcher repeated the previous lesson; the researcher gave the same command and the students responded together. Then she posted three pictures of the phrases on the white board and wrote these phrases, she also distributed the same pictures to the students (each students got three pictures); she asked them to stick it on their note book and write the clause. After that, the researcher gave the command again and the students answered together.

At the end, the researcher gave daily test two. The researcher gave the command orally and the students had to respond by gesture. The given command was based on the daily evaluation checklist. The

researcher noted down the results based on the daily evaluation checklist guideline.

c. Observing

In this cycle, the students looked more active than the previous meeting. The teacher said that it was because the researcher successfully built good relationship with the students and had made the students enjoy the teaching-learning process. There were improvements in the daily test result as shown in table 4.3

Table 4.3

Daily test evaluation two

No	Name	Score	Note
1	NurJannah	60	Successful
2	Irma Nurhayani	50	Unsuccessful
3	AnisaFerdina	50	Unsuccessful
4	Edwin Saputra	60	Successful
5	Adam Kurnia	40	Unsuccessful
<b>Total score</b>		<b>260</b>	
<b>Average score</b>		<b>48</b>	<b>Unsuccessful</b>

There were significant improvement compared to the previous cycle, but still they had not reached minimum score yet. It was also said that the prepared media were really good; colorful pictures. But the observer noted that the researcher needs to raise her voice more so that the students could hear clearly whether it was instruction or explanation.

#### d. Reflecting

In this cycle, the researcher realized that she need to raise her voice more than before. The teacher said, to grab the students` attention it would be good to raise up voice in this kind of class. In this cycle it is proved that drilling is the best way to make their memory span longer, it was shown by daily test result in this cycle that shown some improvements.

#### 4. Cycle Three

This cycle was conducted on Friday, August 31<sup>th</sup> 2012 and the duration was 30 minutes.

##### a. Planning

Based on the reflection of the previous cycle, the researcher focused on the drilling of the material. She also gave a simple game to begin the lesson, and end it with daily test evaluation.

##### b. Acting

The lesson begun with a simple game. The researcher stuck fifteen pictures on the wall and gave three sticky notes with different color for every student. They had to match those notes with the pictures and stick it; the first student who was finished could grab the prize. After that the researcher asked the students to stick these pictures and the notes in their note book. Then she asked the students to practice commanding their peer for three minutes. The main activity was commanding their



own peer. In pair, each student will give command to each other. The researcher monitored while scoring each pair of students.

At the end, the researcher gave daily test three. The procedure was the same with the previous daily test. The researcher gave the command orally and the students had to respond the command by gesture. The given command was based on the daily evaluation checklist. The researcher noted down the results based on the daily evaluation checklist guideline.

c. Observing

Based on the teachers` observation, the material in cycle three was conducted well. The students enjoyed the activity and participated actively. The game and the main activity ran smoothly because the instruction was clear and simple. The significant improvement could be shown from their performance and the daily test result which can be seen in table 4.3

Table 4.3

Daily test evaluation three

No	Name	Score	Note
1	NurJannah	80	Successful
2	Irma Nurhayani	80	Successful
3	AnisaFerdina	70	Successful
4	Edwin Saputra	80	Successful
5	Adam Kurnia	70	Successful
<b>Total score</b>		<b>380</b>	
<b>Average score</b>		<b>76</b>	<b>Successful</b>

#### d. Reflecting

In this cycle, the researcher emphasized the main activity in the speaking and listening activity. She used peer work to drill the students' pronunciations; one student gave the command and the other responded to the command and vice versa. After several minutes practiced, this activity successfully work. This can be seen in table 4. 4:

Table 4.4  
Speaking and commanding checklist

Name	Commanding	Speaking	Total score <i>commanding + speaking</i> <u>2</u>
NurJannah	80	80	80
Irma Nurhayani	80	70	75
AnisaFerdina	90	100	95
Edwin Saputra	70	90	80
Adam Kurnia	80	70	75
<b>Total score</b>			<b>405</b>
<b>Average score</b>			<b>81</b>

#### 5. Cycle four

Cycle four was conducted on Saturday, Saturday 1<sup>st</sup> 2012 and the duration was 30 minutes.

a. Planning

In this cycle, the researcher gave final test to the students. The researcher sure that the result would be really good since the daily test result showed significant improvement from time to time. The final test would be held for 15 minutes consisted of three questions.

b. Acting

The researcher asked the students about their preparation and gave them several trivial questions; this is done to reduce their nervousness before doing the final test. After that the researcher begins to explain the instruction as simple as possible. She distributed the answer sheet while explaining that the question will not be very difficult. Students had to write the clause beside the picture in the answer sheet. The researcher monitored the test so that the students will not cheat their peers. After that, the researcher announced the score right away and gave some prize for the students with the highest score. At the end of the lesson, the researcher still gave them daily test evaluation

c. Observing

The given instruction was really good; it was simple and clear so that the students understood it easily. The answer sheet was also good and clear which also reduced the students stress in doing the test. The result of the daily and final test can be seen in table 4.5 and 4.6

Table 4. 5  
Final test result

Name	Score	Description
NurJannah	100	Successful
Irma Nurhayani	100	Successful
AnisaFerdina	80	Successful
Edwin Saputra	80	Successful
Adam Kurnia	80	successful
<b>Total score</b>	<b>440</b>	
<b>Average score</b>	<b>88</b>	<b>successful</b>

Table 4. 6  
Daily test four results

No	Name	Score	Note
1	NurJannah	100	Successful
2	Irma Nurhayani	90	Successful
3	AnisaFerdina	90	Successful
4	Edwin Saputra	90	Successful
5	Adam Kurnia	80	Successful
<b>Total score</b>		<b>450</b>	
<b>Average score</b>		<b>90</b>	<b>Successful</b>

d. Reflecting

Finally, the researcher and the teacher discussed the result of teaching-learning process using TPR method. Based on the observation, daily test and final test result, the researcher found that TPR was successfully used in teaching English for mentally retarded students. In

daily test result, students had shown significant improvement from time to time. At the same time, final test result had also shown great improvement in writing English at their level.

## B. The Description of Questionnaire Result

To know the students opinion about studying English using TPR method, the questionnaire was distributed. The questionnaire was distributed in cycle four, on Saturday, Saturday 1<sup>st</sup> 2012. To analyze the questionnaire, the researcher made tabulation and formulated the result in the percentage form. The results are shown in table 4. 7

Table 4. 7

The questionnaire result

Recp.	Questions					Jumlah
	1	2	3	4	5	
1	3	3	3	3	3	15
2	3	2	3	3	3	14
3	3	2	2	3	2	12
4	3	2	3	3	2	13
5	2	2	3	3	2	12

Note :

Answer a = 3

Answer b = 2

Answer c = 1

After analyzing the questionnaire result, the researcher made the result of the questionnaire in percentage form. It is calculated using percentage formula:

$$P = \frac{f}{n} \times 100 \%$$

P = Persentase

F = frequency

N = total respondent

Table 4.8

The students' opinion about studying English

No	Answers	N	F	P
1	<i>Ya</i>	5	4	80
	<i>Biasa</i>		1	20
	<i>Tidak</i>		-	
	<i>Jumlah</i>	5	5	100

From this tabulation, it can be concluded that more than half of the students like English lesson.

Table 4.9

The students' opinion about the difficulty of studying English

No	Answers	N	F	P
2	<i>Ya</i>	5	1	20
	<i>Biasa</i>		4	80
	<i>Tidak</i>		-	
	<i>Jumlah</i>	5	5	100

More than half of the students said that studying English is not so difficult.

Table 4.10

The students` opinion about the importance in studying English

No	Answers	N	F	P
3	<i>Ya</i>	5	4	80
	<i>Biasa</i>		1	20
	<i>Tidak</i>		-	
	<i>Jumlah</i>	5	5	100

More than half of the students said that studying English is important.

Table 4.11

The students` opinion about studying English using TPR

No	Answers	N	F	P
4	<i>Ya</i>	5	5	100
	<i>Biasa</i>		-	
	<i>Tidak</i>		-	
	<i>Jumlah</i>	5	5	100

Most of the students said that studying English using TRP is fun

Table 4.12

The students` opinion about the effectiveness of TPR

No	Answers	N	F	P
5	<i>Ya</i>	5	2	40
	<i>Biasa</i>		3	60
	<i>Tidak</i>		-	
	<i>Jumlah</i>	5	5	100

From this table, we can see that students like to study English using TPR; they said it is more understandable.

### **C. The Students` Response in Teaching English Using TPR Method**

This subheading will discuss the research question formulated in the first chapter based on the analysis of observation, distributed questionnaire, daily and final test result. The discussion begins from the first research question about the implementation of Total Physical Response (TPR) method in teaching English for mentally retarded students.

The observation and questionnaire result are very good. In the daily test evaluation result, students showed great improvement from cycle one to cycle two. The final test result also reached the desired impressive result. It means that this teaching method is effective in teaching English for mentally retarded students.

In cycle one, the time management and lesson plan worked as planned but some students felt awkward with the researcher`s presence. These students` short span attention also became the major problem; after several minutes, they will be busy with themselves (staring blankly at the window or doodling on the table). The daily test result was still bad because it was the first meeting.

In cycle two the researcher focused on giving the vocabulary using TPR but did not neglect the student`s condition, hence the researcher successfully built teacher-students good relationship and fun learning environment were created. In this way, daily test result two showed improvement.

In cycle three, the lesson plan work perfectly. These students really enjoy the lesson because the researcher gave a simple game to begin the lesson with.



The main activity also got the students work on their speaking and listening skill, it worked perfectly. There was also significant improvement in the daily test result.

The last cycle, cycle four, the researcher only held final test. The teacher gave a very clear instruction so that the students will not be confused. The final test, which is written test, also showed the desired achievement. From the whole result, the researcher and the teacher found out that TPR method is effective for teaching English for mentally retarded students.