

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer analyzed the collected data. As mentioned before in chapter I that the writer interested in knowing how the Direct Method and Total Physical Response supporting the classroom interaction.

4.1 Data Analysis

For the data collection, the writer took it by capturing the activity in the classroom by using the video recorder. The writer only focused on one class containing 20 of kindergarten students with the age range of 3-4 years old. Even in only one class but with different classroom activity.

First, the writer analyzed the method the teacher used in the classroom. The writer found out that the Direct Method and Total Physical Response are the methods the teacher used in the classroom.

Then, the writer analyzed how the IRF pattern occurred when the Direct Method and TPR were implemented in the classroom. This interaction that has been observed by the writer happened in the same class with different classroom activity.

4.1.1 Analysis on The Teaching Method

In this part, the writer proved that the teacher used Direct Method and TPR (Total Physical Response) in her teaching. First, the writer used the principle of Direct Method from Richards and Rodgers (see page 15). The

technique that the writer used in analyzing the teaching method is by breaking down the Direct

Method principles as follows:

- a. Classroom instruction was conducted exclusively in the target language.

During the teaching, the communication was always happened in target language (English). This is proved in the appendix 1 to 5 where all the communications happen in English.

- b. Only everyday vocabulary and sentences were taught.

In this part, the students and teacher communicate in a daily vocabulary and sentences. This is proved by, for example; *raise your hand, high five, scud back, good morning*, et cetera that can be seen in the appendix 2.

- c. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

This means, the teacher and students build a conversation to improve the oral communication. Such as:

1) Teacher : Who plays with toys at home?

Students : Me!

2) Student : I can't see

Teacher : What can you say?

Student : Scud back everyone.

Teacher : Can anyone see now?

Students : Yes!

3) Teacher :”Grandma..grandma..”, she calls. Grandmother is in bed. “Is that you Red riding hood?”, she calls. “Yes, Grandma!”, the wolf says.

Teacher : Is it Red Riding Hood?

Student : No. It’s a wolf.

Teacher : Grandmother gets up. She sees the wolf. She’s afraid. “Help..help..”, she says. She climbs into the cupboard.

Teacher : What’sgonna happen?

Student : She will be eaten.

Those are some examples taken during the classroom activity. For more details, please refer to appendix 2.

d. Grammar was taught inductively

There were some corrections of the grammar that the teacher did during the classroom interaction. For example;

Teacher : We have to find out what happen tomorrow. What do you think happen? Do you think she will come to grandma’s house and what?(Pointing to a student)

Student : **She wants to eat it.**

Teacher : **The wolf wants to eat her?** Oh..No! (Pointing to another student) Sean?

Student : And a..and a..and..and..and the people..the people..and the..and**this is the wolf..and she comes in and see the wolf.**

Teacher : **Oh and she comes and sees the wolf.** Oh no!

The examples show that the teacher taught the correct grammar to the students. She made the correction on the grammatical mistake produced by the student. The teacher did not teach them through the ‘formal’

lesson, but she taught them through ‘informal’ way as she replied with the correction of the sentence without telling them that they are wrong.

- e. New teaching points were taught through modeling and practice.

For this point, the evidence is:

- 1) Teacher : **What letter does KEILA start with?**
 Student : **Kie..ke..**
 Teacher : **/Kei/ says ‘keh’..’keh’..’keh**
 Student : Keila
 Teacher : Right, Keyla. **Let’s see how we make our K.**
 Student : This..this..and this (moving her hand form a ‘K’ letter)
 Teacher : Make sure this is not a permanent marker. Is it permanent?
 Assistant : No.
 Teacher : No. Ok! Here we go! Ready? **We go down..down..down..and now we go on the middle, over a line. Up..up..up. Is that it?**
 (For more complete dialogue please refer to appendix 1)
- 2) Teacher : Alright. I know some of you think you know, but let’s see if Keila.. She’s star today.
 Teacher : **Keila...we start on seventeen (17) and we’re going up..up..up..**
 Student (Keila) : **(pointing to Thursday)**
 Teacher : Ah..**you are right!** We have to stop here. Here we go!
 All : (start to sing together again) Sunday sunny Monday monkey Tuesday tiger Wednesday wolves Thursday...
 Teacher : **(using gesture to show ‘this is the day of today’)**
 Students : Thursday thumbkins!
 Teacher : **Yeaaaahhh..Thursday thumbkins!!**
 (For more complete dialogue please refer to appendix 1)

Those evidences show that the teacher use practice and modeling in teaching a new teaching point.

- f. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

For this part, the examples are:

- 1) Teacher : Ehem. This is Red Riding Hood's mother. "Come here Red Riding Hood", she said. "Grandmother is **ill**".
Means sick.
- 2) Teacher : **A dog?** With the wolf?
Student : Yes!
Teacher : **Wolf. Look at here (pointing to the picture). Wolf.**
Student : **Wolf.**

The examples above shows, that the teacher taught the vocabulary through the picture and association of ideas.

- g. Both speech and listening comprehension were taught.

The evidence is as follows:

- Teacher : That's a /wai/ not a /kei/
Teacher : Scud back (pointed to a student that went forward covering the others' sight).
Student : **I can't see.**
Teacher : **What do you say, Cherish?**
Student : **Can you scud back, please?** (Talking to another student)

That is evidence where the speech comprehension was being taught in the classroom interaction at that moment.

- h. Correct pronunciation and grammar were emphasized.

This can be proved by looking at these evidences:

- 1) Teacher : What letter does KEILA start with?
Student : **Kie..kie..**
Teacher : **/Kei/says 'keh'..'keh'..'keh'**
- 2) Teacher : We have to find out what happens tomorrow? What do you think happen? Do you think she will come to grandma's house and what? (Pointing to a student)

Student : **She wants to eat it.**
 Teacher : **The wolf wants to eat her? Oh no!**

From those evidences, it shows that the teacher helped the student to have a correct pronunciation and also grammatical structure.

For the TPR, the writer refers to what Richard and Rodgers believe that students listen attentively and respond physically to commands given by the teacher (2001, p. 76). This can be proven from the conversation captured during the classroom activity, such as:

- 1) Teacher : Right, Keila. Let's see how we make our K
 Student : This...this..and this.. (moving her hand form a "K" letter)
- 2) Teacher : Keila. Can you help me with the "E"?
 Student (Keila) : (nodding)
- 3) Teacher : Zip your mouth! If you want to say something raise your hand
 Student : (raising their hands and singing) Sunday sunny Monday...
- 4) Teacher : Keila...we start on seventeen (17) and we going up..up..up
 Student : (pointing Thursday)
 Teacher : Ah..you are right!
 We have to stop right here. Here we go!

Those are the examples of some TPR method that are applied in the classroom activity by the time the writer did the observation.

In conclusion, from the explanations and compatibility between the principles of each method and the evidence of the activity above it is clear that the teaching method is Direct Method and TPR.

4.1.2 Data Analysis for IRF and STT-TTT Day 1

In analyzing the data, writer separates it into some categories regarding to the day the activity happened. The first category is analyzing the data for IRF pattern in day 1. In this section, the teacher opens the lesson with a song to attract the student's attention and gain their spirit for learning. Later on the teacher gave a lesson of alphabet by asking the star (the student's name) of that day and asked the students to spell the correct spelling of the star's name not only the spelling, but also how those letters are formed. The IRF patterns of this interaction are **I-R-I-R-I-R-I-R-I-I-I-R-F-I-R-I-R-I-R-I-R-I-R-F-I-R-F-I-F-R-I-R-I-R-F-I-R-I-R-F-I-R-F-I-R-I-R-I-R-R-I-R-F-I-R-F-I-R-F-I-R-F-I-R-F-I-R-R-I-I-I-R-F-I-R-F-I-I-R-F-I.**

From those patterns the writer gets the number of the Initiation (I) is 36, the Response from students (R) is 33 and the Feedback from the teacher (F) is 18. If we go on the percentage, then the writer gets **41.37%** for the Initiation, **37.93%** for the Response and **20.68%** for the Feedback. By these numbers for the IRF pattern that emerge in the first interaction, there is no big difference between the response from the students and the initiation given by the teacher. The writer may conclude that the teacher initiation is quite good because she can get a response which is almost equal with the initiation itself. Unfortunately, the feedback from the teacher is much lower than the response from the students. The writer assumes that if

the feedback is higher than the result shown above, the teacher could get more active students. For the further detail, see appendix.

Next, if we see from the Student Talking Time and Teacher Talking Time (STT-TTT) the writer gets T-S-T-S-T-S-T-S-T-S-T-T-S-T-T-T-S-T-S-T-T-S-T-S-T-T-S-T-S-T-T-S-T-S-T-S-T-S-S-S-T-S-T-T-S-T-T-T-S-T-T-S-T-T-T-S-T-S-T-T-S-T-T-S-S-T-T-T-T-S-T-T-T-S-T-T for the patterns.

From the patterns above, the number of **T** is: **52**, while the **S** is: **31**. In percentage it will be **T: 62.65%** and **S: 37.34%**.

Come to the writer conclusion, from the IRF patterns above, the gap between teacher's initiation and student's responses is not too big. But still, the teacher as the active speaker or controller in the classroom interaction above. From the analysis above also, the feedbacks from the teacher are also quite low compare with the responses from the student. The teacher often goes straight to the initiation after the student's response.

This conclusion is also reinforced with the number of STT and TTT from the pattern above. Here, the writer sees the big gap between Student Talking Time and Teacher Talking Time. The teacher's rate of speech is up to 52 times, while the student's rate of speech only 31 times. Even there is no exact number that becomes the parameter of the ideal STT and TTT, but there is a theory from Coulthard about the ideal pattern of STT and TTT.

sequences one might have expected the eliciting exchange to consist typically of a teacher question followed by a pupil answer and a series of eliciting exchanges to produce the pattern T – P, T – P, T – P, but this in fact is not the case; the structure is rather T – P – T, T – P – T, T – P – T (Coulthard, 1977, p.103).

In another theory that is already mentioned before in Chapter 2, there is a theory from Harmer:

the best lessons are ones where STT (Student Talking Time) is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summaries what is happening, tell a story, enter into discussion, etc (1998, p.4).

By this theory, it is clear also that the best thing is when the STT is maximized. However, the involvement of the teacher in the middle of the lesson will give a better result instead of disturbance. So, the STT can be increased with teacher's involvement in the activity. Unfortunately, it does not happen in the interaction above. Here the writer assumes that the interaction between teacher and student above is still not the ideal one.

4.1.3 Data Analysis for IRF and STT-TTT Day 2

After analyzing the IRF and STT-TTT in day 1, now the writer comes with the idea to analyze the IRF and STT-TTT in the day 2. In this day, the teacher did activity of role play as a technique to teach the students; where the Direct Method and also TPR are shown clearer according to the writer. Here the participants are divided into some small groups.

In teaching with Direct Method and TPR using the role play technique the teacher also put herself as one of the character from the story. For the first, she acted as the little red riding hood. In that interaction or activity, the writer analyzed that the assistance from the teacher is emerge. The teacher was in purpose to shortened the story (not as detail as in the book) because she knew the capacity of her students and did not want to make the task so complicated for the students, although her assistances are exist.

This role play activity lasted about 2 to 3 hours with different group, as the teacher divided the students into some groups. In every group, the teacher kept involved herself to the activity so the students were not confused in the activity. The teacher assisted the students by giving commands or gestures that were imitated by the students. The writer always captured the role play activity in the classroom when the role play was implemented.

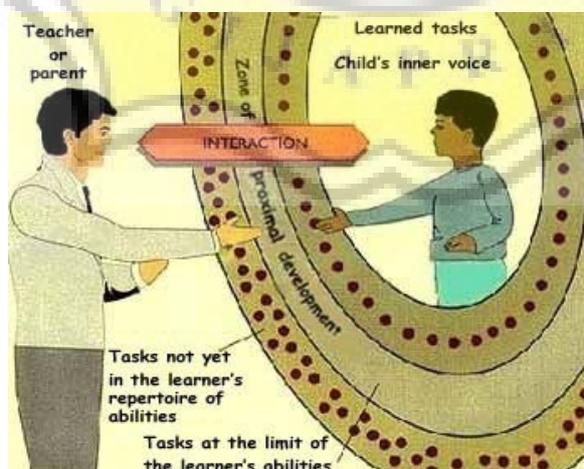
When the writer has got the data, then the writer started to see the result from the video and then transcribed it. After finishing transcribing the video tape, the writer then started to analyze the pattern of the IRF in that interaction. The IRF pattern is: **I-R-F-I-R-F-I-I-R-F-I-R-F-I-R-F-I-R-R-I-R-I-I-R-I-R-F-R-I-R-I-R**. From this pattern, it is obvious that the interaction is not so much because they are in the context of playing the role from a story that has a flow of starting and ending. Meaning to say, even this is the unscripted role play, but still they play from a story of *Little Red Riding*

ability to think, to reason, to understand and to recall the circumstances around us.

Not trying to make it broader than the focus here, the writer will only focus to the zone of proximal development. The zone of proximal development is a term for the range of tasks that are too difficult for children to master alone but that can be learned with guidance and assistance from adults or more-skilled children' (Santrock, 2007, p. 46). So actually, there is an area of children development that still needs the assistance from adult or teacher or whoever that has more knowledge than them.

In this research, the writer wants to find out the contribution of the Direct Method and Total Physical Response (TPR) in using the role play technique on children cognitive development especially in their zone of proximal development as Vygotsky also mentioned that pretend play or role play gives a contribution in zone of proximal development to a child (Krause, 2010, p. 87).

The picture of zone of proximal development itself, is shown below



The zone of proximal development is the area where assistance is needed by the children. Now, looking at the interaction when the role play is implemented in the classroom:

Teacher : What's that, Mum? (Pointing to a dummy of a bread)

Student 1 : Doughnut (Taking the dummy)

Teacher : Doughnut? Who is that for?

Student 1 : Grandma

Teacher : Grandma. What's wrong with grandma?

Student 1 : She's sick.

Teacher : She's sick? Okay.

So, should I take it to her?

Student 1 : yeah.

Teacher : Okay.

I've to go to the forest?

Student : (nodding) but don't talk to Mr. Fox.

Teacher : Don't talk to Mr. Fox? Okay. I'll try not to.

The meaning negotiation is drawn as follows:

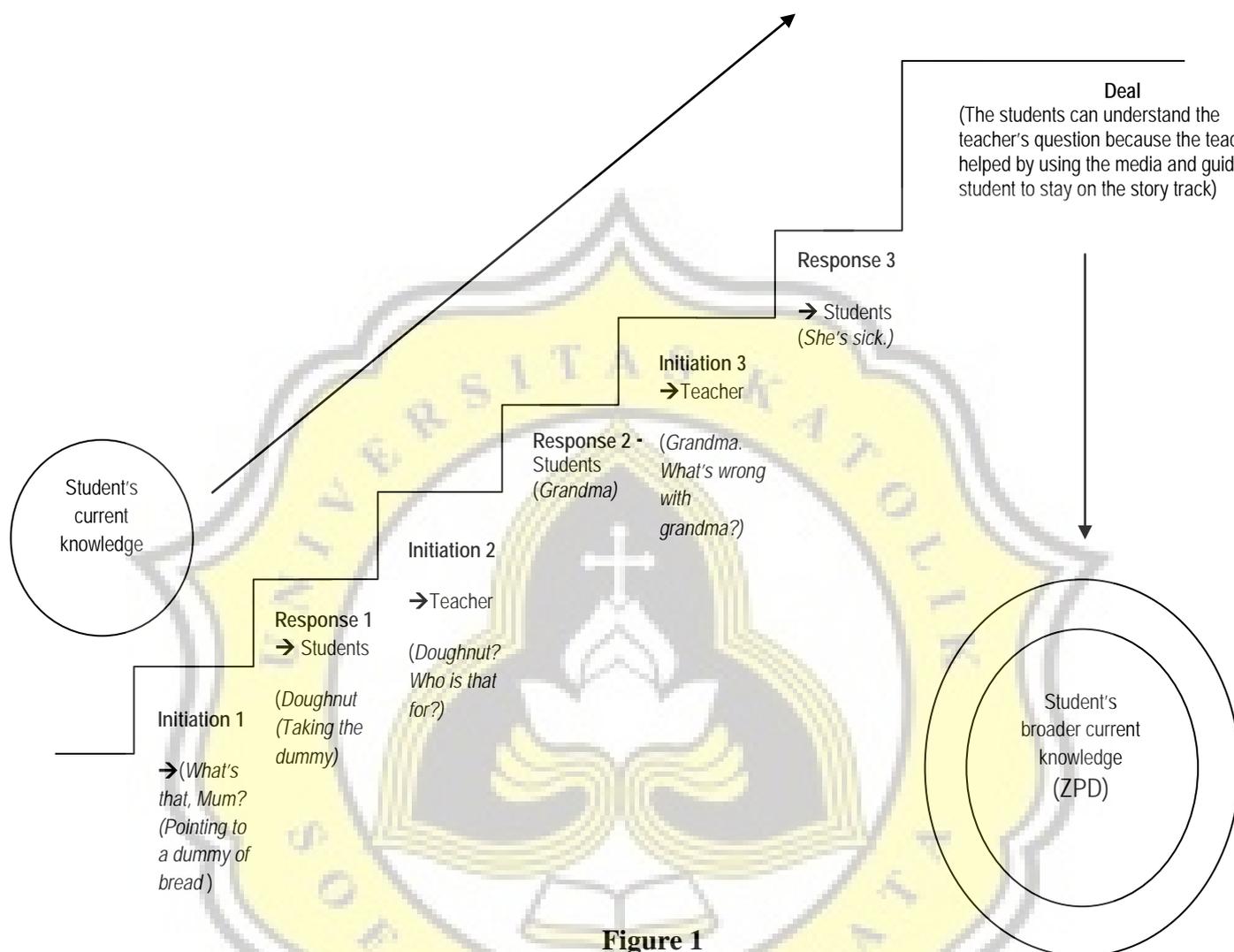


Figure 1

Here the writer analyzed that in doing this role play of the *Little Red Riding Hood* story is not something easy that they can do without the assistance from the teacher, especially if the story is new for them. In the dialogue above, at the beginning the teacher helped the student to get the idea of using the dummy of the bread as the food that needs to be brought to grandma's house. It is proved when the teacher pointed to the dummy

together with the question “*What’s that, Mom?*”. By that gesture, the student could understand that she could use the dummy as a media called “doughnut”. The assistance of the teacher did not stop only until that point. She tried to keep helping the student to understand what the aim of the doughnut itself by asking “*Doughnut. Who is that for?*”. Then, the student could understand that the doughnut is for grandma. That is why later on she said “*grandma*”. The student started to understand the flow of the story; she gave the doughnut to the teacher. Then the teacher replied “*grandma. What’s wrong with grandma?*” Then the student replied “*she’s sick*” Continued by the feedback from the teacher “*Should I took it to her?*”. As a response, formerly the student only nod her head, but surprisingly she could add another explanation after that even the explanation was not completely correct. She mentioned “*but don’t talk to Mr. Fox*” which means a big bad wolf.

Another thing, the one that is also important here is the role of the teacher during the learning process. In ZPD, the help of the teacher influenced the student’s ability to catch up the learning material. The social interaction is also important in the success ZPD. Here, the writer sees by using the role play technique, the social interaction is better performed and the help of the teacher when role play was implemented is also helpful. Even the students already heard about the story of *Little Red Riding Hood*, the students still found problems in understanding their role in the drama or role play activity, as the role play was the unscripted role play. It is right that the

creativity of the students is needed in this kind of role play technique but if there is no help from the teacher, the students will find it difficult to understand. Below is another proof of the teacher's help:

Teacher : Little red riding hood you have to go to grandma's house. She's sick. Here are some cakes. Take to grandma. Be careful of the big bad wolf.

Student 1 : Okay.

Student 2 : Aaarrggg...

Student 1 ran. The teacher gave explanation to student 2 to come approach grandma. Then she instructed the student 3 to run.

Student 3 : (yelling)aaaaaa....(then she ran)

Student 1 : (knocked the table. Went to grandma's house). Grandma...

In this interaction, the teacher helped the student to know the flow of the story. It was shown in the dialogue above when the teacher instructed some students to do this and that. Here, the writer assumes that the teacher's assistance to the students helps the students to be able to understand a certain task that they cannot master alone. That is why; the help of the teacher will give advantages for the students.

By that short part taken from the dialogue in using the role playing activity, the writer could see the contribution of using the role playing in Direct Method and TPR to children zone of proximal development. It is not only the assistance from the teacher in helping the students understand the story, but also the role of role play itself that help children think more than

their age. In role playing, students try to put themselves in other's role that is not common for them to be on that character.

That is why; the writer found a match point between what Vygotsky said about the pretend play or role play that can give contribution to zone of proximal development and the fact that the writer got after analyzing the dialogue with Direct Method and TRP in using the role play activity. There the writer found out that the assistance that provided by the teacher by involving herself in the role play activity help students (children) to think more than what they can, and finally help the students understand the story flow of the role play that they involved in.

Another example,

Teacher : **Alright. Now! Are you ready? We're gonna read our words.** Okay? So..sitting..(Pointing to a student)

Teacher : **Alright. Keila. Which one our word, Keila?Hmm...**

Student : **(make a gesture of not understand)**

Teacher : **hmm..those are numbers. Words.**

Student : **(Pointing to the words)**

Teacher : **Yeah! These are words.** Okay? So, here we go, Keila.

Teacher : **Today is....**

Student : **Today is Thursday**

Teacher : **Thursday the...**

Student : **17**

Teacher : **The 17 of..**

Student : **Of March.**

Teacher : **Of March. And what year?**

Student : **2011!**

Teacher : **2011.**

The meaning negotiation is drawn as follows:

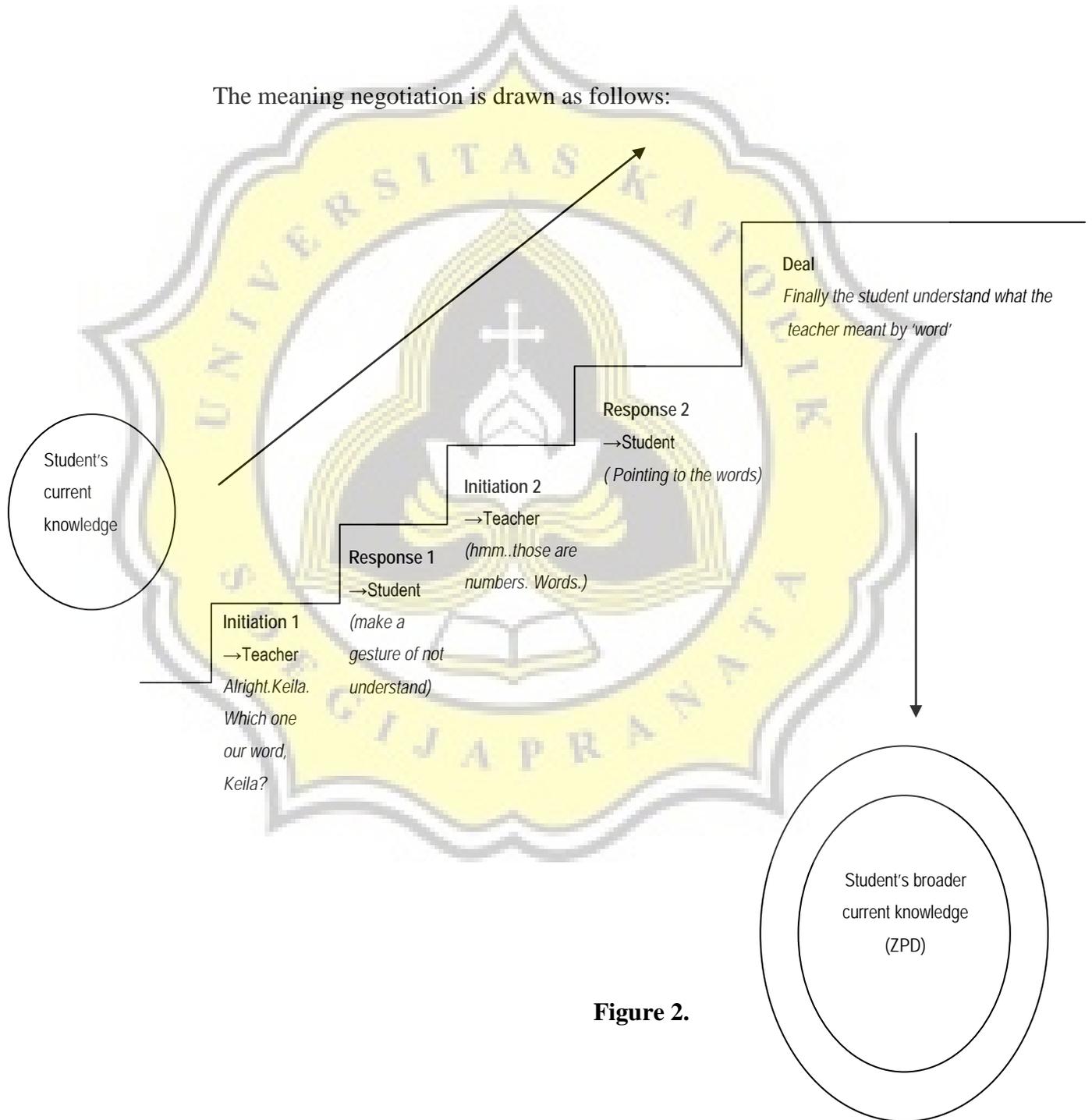


Figure 2.

From the dialogue above, again, the writer sees the role of the teacher in assisting the student to reach the understanding point is really taking an important part. There, the teacher tried to ask the student to point the words, but at the beginning the student did not understand. With the help of the teacher that keep giving direction, the student finally understood and the rest she could answer the teacher's question well.

