

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Finding

This chapter is presenting the result of the research based on the statements of the problems. They are about how aphasics acquire or get the vocabulary and to what extent the method of TPR assist the aphasics in learning vocabulary. These data had been collected by the researcher during two weeks more or six meeting. It can be seen on this table below:

Table 1: Schedule of Collecting Data

No.	Meeting	Materials
1.	First Meeting	Colors
2.	Second Meeting	Fruits
3.	Third Meeting	Prepositions & 1st Test
4.	Fourth Meeting	Adjectives
5.	Fifth Meeting	Things
6.	Sixth Meeting	Evaluation

Based on the data collecting procedure, the data were collected through observation, interview and test.

1. Data Description

In this chapter, the researcher analyzed the data that had been collected during the research. This chapter presents the result of the study based on the problems stated in chapter I. It also deals with the interpretative analysis of the data which were obtained from observation, interview, and Test. Then, the researcher discussed how were they acquire the vocabulary, and Total Physical Response method whether affect them or not for aphasic students by interview the teachers.

The observation observed five aphasic students, in Junior High School at seventh grade. They were Am, Sh, Ama, Ryand Dnd. The researcher conducted the observation from the first learning till the last meeting.

Table 2: The First Student (Am)

AM	Colors	Fruits	Prepositions	Adjectives	Things
1	Her consent on her studies in the range four of the assessment results of observation.	On the second meeting the student had a very good consent. It was signed by the range five grades.	Consent of the student was in retardation, from range five to four.	For the student's concentration, she was stagnant in range four grades. Because of misunderstanding in interpreting the meaning of what the	The concentration was stagnant in range four grades. Still the same problem, she could not follow the instruction to read the teacher's written. She

				expression that the teacher shown.	did not achieve one of the five criteria in assessments' observation.
2	<p>Focused on the teacher's explanation in the range grade five; that she was completely done what the assessment criteria in the observation.</p>	<p>Also she has a good consent of focusing on the teacher's explanation.</p>	<p>But the focusing on teacher's explanation was progressed.</p>	<p>The student was retardation progressed from five range to four grades in focusing the teacher's explanation. It was because of the students getting joked in learning with each other.</p>	<p>On focusing the explanation, the student one and again was in retardation on focusing the vocabulary lesson. It signed by retarding the values from a very good to good, or five to four. She was unfocused on the lesson because of difficulties in comprehend the meaning of what the teacher gave.</p>
3	<p>For the responses of the teacher's doing, she was in range four grades because there was one criteria that she could not do.</p>	<p>She was not able in reading if the teacher did not guide in reading. The student's responses also had a very good range; it was signed by</p>	<p>The student's response was retardation in what the teacher's doing. She less attention to the teacher's doing.</p>	<p>She was progressed well in responding the teacher's doing. She did anything what the teacher commanded. It was signed by the range</p>	<p>The same thing, in the fifth meeting she was retarding progressed. From a very good to good; she retarded of one criteria that caused her unpaid</p>

		completed the assessment of observation.		five grades.	attention.
4	Follow the teacher's command to say something was in the range five grades, that she has done what the assessment criteria in observation.	She could follow the instruction or command by a good range, there was a retardation of the following the teacher's command in the second one.	To follow the teacher's command; she was stagnant in range four.	When the student followed the teacher's command to say the vocabularies; she had a very good progressed. She could uttered well and the criteria on the assessment of observation done well.	In the following the teacher's command to say the vocabulary; she always has good response. The retardation caused the student could not fulfill one of the observation's criteria.
5	When saying material fluently; she could not say the material correctly. The range was on four grades.	For saying material, she was not utter the material fluently it was signed by the range 4 in the observation.	To say the vocabulary she was also stagnant in range four it means the range good for her utterance.	Also the student could say the vocabulary often fluent. She fulfilled the measurements of assessments' observation. It signed by the range five grades.	Often she uttered the vocabulary fluently little bit halt. She was retarding progressed because of the factors such as could not read the recent vocabulary, less attention and spook the vocabulary separated.

6	The student also could not read but still could write the teacher's written on a board, therefore she was on range four grades.	There was the improving range of the writing, she able write what the teacher written on aboard.	To write down what the teacher wrote on a board, she able wrote it.	In the fourth meeting, student could write the vocabulary by imitated the teacher's writing on a board. Still, stagnant in range five grades. Because she only followed what the teacher's wrote.	For writing what the teacher written on a board; the student could follow the written clearly. She was stagnant in a very good value.
7	She unable read if not be guided. The range was on four grades for the assessment.	And she unable read the recently	And for the reading, she unable if without guided.	She was stagnant at range four in reading, she could done four criteria of observation measurement.	The student could read the vocabularies on a board by guiding the teacher's utterance. If not she could not able to read the vocabularies that written on a board. She was still stagnant in the range four or good.
8	Student was on range five grades of enthusiastic in learning though TPR	She was very enthusiastic in learning.	She was always keeping on an enthusiastic in learning,	Student was always enthusiast in leaning through this method. It	The student's enthusiast was in range five or the same with very good. Although the

	method.		stagnant in range five.	signed by the range five grades in each meeting. She was always enthusiast in learning the vocabulary through TPR. Because she responded, did the teacher's command, and could do the five criteria of assessment's observation. Usually she followed anything that the teacher's command.	student in each meeting always enthusiast.
9	The student able to repeat the recent vocabulary lesson was on the range four grades.	To repeat all recent vocabularies, the student was stagnant in range four grades.	For the repeating the recent vocabularies, she was not completely repeat. It was retardation of the range, from four to three.	Again, she was improved in progressing of the study. The range was upgraded to four. It means the range was back to the previous range.	In repeating the recent vocabularies the student retarding progressed in range three; it means fair.

Table 3: Second Student (Sh)

S H	Colors	Fruits	Prepositions	Adjectives	Things
1	-	-	<p>She was not respond to what other said, included Sh's teacher. She was covered her face by a book to hide her face. Signed that she did not want to learn. Sh was not consent for the first meeting.</p>	<p>For the student's concentration the range was in number one or very low.</p>	<p>In the last lesson of vocabulary there was a significant improvement. It signed at the range two grades; because she could consent and follow what the teacher's command.</p>
2	-	-	<p>She was not responded to all the teacher's saying, teacher's doing, over all. For the student's concentration the range was in number one or very low.</p>	<p>She also was not focus on the teacher's explanation. It signed that she was range one grade.</p>	<p>She also heard what the teacher's explanation although she was joked with the student beside her. It signed that she not only focused on the teacher. The range was at two grades or low.</p>

3	-	-	She also was not focus on the teacher's explanation. It signed that she was range one grade.	She never responded the teacher's did. Her respond was in range one grade because she always silent in her seat.	The student also responded to what the teacher's doing. She could consent, she could follow and focus to the explanation. The range was three grades or fair.
4	-	-	She never responded the teacher's did. Her respond was in range one grade because she always covered the face by the book.	The student was not listened the teacher's command to do what teacher gave to her. The same thing she just covered the face by her book, on the third meeting she opened the face. It signed at the range one or very low grade.	She also could say the teacher's utterance. Although unclearly and by joking. She was at grade three or fair for this meeting.
5	-	-	The same thing she just covered the face by her book. No uttering the word, It	she never uttered although one word. It signed blank measurement of the	To say the vocabulary even she could not say clearly therefore she uttered the vocabularies

			signed at the range one or very low grade.	assessment's observation.	not fluent. The student just did what the teacher's doing. The range was one grade.
6	-	-	She was not write the teacher's written on a board. The researcher blanked this because she was less responding.	She was not write the teacher's written on a board. The researcher unmarked this because she was less responding.	To write the student did what the teacher's command, and could consent, but she could write by following the teacher's written on her book. For this the student at range three grades or fair.
7	-	-	Also she could not able to read, therefore the researcher was not measure the value or unmarked.	Also she could not able to read, therefore the researcher was not measure the value or unmarked.	She could not read the vocabulary that teacher's wrote on a board. But she only consent and followed the teacher's doing, and could write although unclear. The range was at two grades or low.

8	-	-	<p>When the other students like as Am, Ry, and Ama in following what teacher's doing, Sh began seeing what her friends do. Without following them, only seeing their enthusiastic. It signed at the range one or very low.</p>	<p>Her friends followed what teacher's commanding, Sh began reacted to see them. Without following them, only seeing their enthusiastic. It signed at the range one or very low.</p>	<p>. For the enthusiastic; the student was at range four or good. Because the student could consent, could say the material influent, could heard teacher's doing also could repeat although together with her friends.</p>
9	-	-	<p>She only had a little response in first meeting. She could not repeat the recent vocabularies. The researcher unmarked this measure again.</p>	<p>She could not repeat the recent vocabularies. The researcher unmarked this measure again. No improvement significantly of third meeting.</p>	<p>For repeating the vocabulary, she just could consent, followed teacher's doing, write unclear and repeat the command together. It range at three grades or fair.</p>

Table 4: Third Student (Ry)

R Y	Colors	Fruits	Prepositions	Adjectives	Things
1	-	-	The student's concentration was range at two grades. It signed that the student only able in consent and able in following the teacher's command.	The student's concentration was range at two grades. It signed that the student only able in consent and able in following the teacher's command.	The student's concentration was range at two grades. It signed that the student only able in consent and able in following the teacher's command. It was stagnant at the same range after.
2	-	-	The student also focused on the teacher's explanation was in range two, he could not able to read also uttered the vocabularies	The student focused on the teacher's explanation was in range two	The student also focused on the teacher's explanation was in range two
3	-	-	He also could not repeat the previous doing. He has a good response; the range at two grades	He could not able to read also uttered the vocabularies, not only that he also could not repeat the	He could not able to read also uttered the vocabularies, not only that he also could not repeat the previous

				previous doing. He has a good response; the range at two grades.	doing. He has a good response; the range at two grades.
4	-	-	. It signed by the same thing above. Because he only could followed and consent to the teacher's command.	For following the teacher's command; the student was at the range grade three.	Because he only could followed and consent to the teacher's command. He could not uttered the speech. For saying the vocabulary; he could not uttered, but still tried to speak although he could not able. The range was two grades.
5	-	-	He could not uttered the speech. For saying the vocabulary; he could not uttered, but still tried to speak although he could not able. The range was two grades.	Because he only could followed and consent to the teacher's command. He could not uttered the speech. For saying the vocabulary; he could not uttered, but still tried to speak	He could not uttered, but still tried to speak although he could not able. The range was two grades.

				although he could not able. The range was two grades.	
6	-	-	Student was at the range two grades for writing the recent vocabulary that written on a board by teacher. He could not write clearly, but he tried to do that.	Student was at the range two grades for writing the recent vocabulary that written on a board by teacher. He could not write clearly, but he tried to do that.	For writing the recent vocabulary that written on a board by teacher. He could not write clearly, but he tried to do that; he was at range two grades.
7	-	-	He also could not able read the recent vocabulary. He was at the range two grades because he was only able consent and follow the teacher's doing.	He could not able read the recent vocabulary. He was at the range two grades because he was only able consent and follow the teacher's doing.	He could not able read the recent vocabulary. He was at the range two grades
8	-	-	About an enthusiastic, the student was at the range three grades. He could consent, follow the	An enthusiastic, the student was at the range three grades. He could consent, follow the	For an enthusiastic, the student was at the range three grades. He could consent, follow the teacher's doing and tried

			teacher's doing and tried to write.	teacher's doing and tried to write.	to write.
9	-	-	When the teacher commanded Ry and others to repeat all recent vocabulary plus the action, reyhan progressed retarding to repeat. It was at range one grade or very low. He only heard the command.	To repeat all recent vocabulary plus the action, Ry progressed retarding to repeat. It was at range one grade or very low. He only heard the command. For the fourth meeting, there was no significant movement. It was stagnant in two grades.	Ry progressed retarding to repeat. It was at range one grade or very low. He only heard the command. For the last, still there was no significant movement. It was stagnant in two grades. But the response still good.

He responded what teacher said, what teacher's doing. He still has good response. But less in uttering the words. Because of his unable in speech affected to his reading and writing. He only progressed in following the teacher's said and command. He could write but not clear.

Table 5: Fourth Student (Ama)

A M A	Colors	Fruits	Prepositions	Adjectives	Things
1	-	-	He progressed at range three grades for the concentration . He could consent, did what the teacher's doing and could repeat slowly.	His concentration was at range three, it signed by he only could consent, could done what teacher's command, and could utter the vocabularies although unclear.	The student was not there a significant improvement. Only there was a little improvement. For student concentration, the student achieved the range three. It signed by he could consent, could follow the teacher's commanded, and could utter.
2	-	-	His focus also good on the teacher's explanation. The range was at three	His focused on teacher's explanation progressed at range three grades. It signed by he only could fulfill the	Also the same thing above, he achieved the range three grades for focusing on teacher's explanation. It signed by his

				three criteria. The criteria were same above.	consentration, could utter the vocabulary unclear, could do the teacher's command.
3	-	-	The same with the consent. The grades of three because he only could fulfilled the three criteria.	. For the responding the teacher's doing was same above, the range at three grades. It signed same above.	For the responding the teacher's doing was same above, the range at three grades. It signed same above.
4	-	-	For saying the vocabularies, the student retarded to progress, because of his influent speech. The range was at two grades.	In following the teacher's commanded; he progressed retardation in range two, he could not able in uttering the vocabularies clearly. Also he could not repeat it sometime also could read the teacher's writing on a board.	In following the teacher's commanded; he progressed retardation in range two, he could not able in uttering the vocabularies clearly.
5	-	-	He could not utter the materials fluently. For this range;	For saying the material, the student was at range two grades. It	For following teacher to say vocabulary; he could not repeat it

			<p>the student was at two grades. Because of the student only could consent and reacted to the teacher's doing.</p>	<p>signed by he could not repeat the teacher's vocabularies, could not uttered the vocabularies, also could not read and difficult in writing.</p>	<p>sometime also could read the teacher's writing on a board. For saying the material, the student was at range two grades. It signed by he could not repeat the teacher's vocabularies, could not uttered the vocabularies, also could not read and difficult in writing. Student could not say the material clearly; it signed by he only could two criteria. such consent and followed the teacher's doing.</p>
6	-	-	<p>The student also able to follow the writing's teacher. Therefore the range was at</p>	<p>For writing, the student was effort to write although the written not clear. He still</p>	<p>For writing, the student was effort to write although the written not clear. He still could write.</p>

			three.	could write. His achievement was at range three grades. It signed by his consent, followed commanding, and still effort in uttering.	His achievement was at range three grades. It signed by his consent, followed commanding, and still effort in uttering.
7	-	-	He could not able to read, he only follow the teacher's utterance. The range was at two grades for this.	For reading the recent vocabulary that the teacher uttered the student lose his consent. The range was two grades.	For reading the recent vocabulary that the teacher uttered the student lose his consent. The range was two grades.
8	-	-	Student's enthusiastic was at grade three. He could not utter the vocabularies and could not read.	For enthusiastic the student achieved range three because he could fulfill the three criteria.	For enthusiastic the student achieved range three because he could fulfill the three criteria.
9	-	-	In repeating the vocabularies, he only sat at two grades. Because he could not repeat if not with the	To repeat the recent vocabulary, he only achieved range two grades. Because he could not repeat the	To repeat the recent vocabulary, he only achieved range three grades. Because he could not repeat the vocabularies

			teacher, he could not repeat the vocabularies, he could not utter correctly.	vocabularies after teacher gave all the recent vocabularies, he could not read the vocabularies on a board, while saying the vocabularies he only did the movement without saying.	after teacher gave all the recent vocabularies, he could not read the vocabularies on a board, while saying the vocabularies he only did the movement and said unclear.
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Table 6: Fifth Student (Dnd)

D N D	Colors	Fruits	Prepositions	Adjectives	Things
1	-	-	-	-	Student's concentration achieved at range four. It signed by she could consent, she uttered the vocabulary, she could do the teacher's commanded, she repeated the vocabulary.
2	-	-	-	-	Student's focusing achieved at range four. She fulfilled four

					criteria, she only could not repeat to read and less in writing.
3	-	-	-	-	From the criteria that she achieved; the response surely good. The range was at four grades. It signed by she could consent, could follow the teacher's commanded, could utter the vocabulary and repeated the vocabularies that teacher gave.
4	-	-	-	-	She was stagnant in range four grades. She only could not read after.
5	-	-	-	-	She said the material by fluent, it signed by she could consent, uttered the vocabulary, did the teacher's command, and




					repeated it. The range that she achieved was at four grades.
6	-	-	-	-	She was stagnant in range four grades. She still could write following the teacher.
7	-	-	.	-	In reading, she progressed retarding the range. From range four to range three. It signed because she could consent and read it.
8	-	-	-	-	For the enthusiastic, she achieved the range four.
9	-	-	-	-.	She could do the same criteria. The recent vocabularies that teacher gave, the student was at range four.

She has good response and little bit difficult to command to follow the lesson. But she still has good response.

Table 7: Test 1 and 2




STUDENTS	TEST 1	TEST 2
AM	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said grin) 2. orange (she said orens) 3. yellow (she said yelaw) 4. purple (she said pupl) 5. king of fruits (she said king oyelaw) 6. watermelon (she said watrmelon) 7. pineapple (she said p...penep) 8. di belakang (she said bihai) 9. disamping (she said bisai) 10. di depan (she said inonop) 	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said grin) 2. orange (she said orens) 3. yellow (she said yelaw) 4. purple (she said pupl) 5. king of fruits (she said king ofurt) 6. watermelon (she said wetrmelon) 7. pineapple (she said penep) 8. di belakang (she said bi. Bihai) 9. disamping (she said b...bitsait) 10. di depan (she said infronop) <p>The question form B was the multiple choice. Finding the meaning of:</p> <ol style="list-style-type: none"> 1. bear (she choose a. beruang) 2. Ride your car (she



		<p>choose b. Naiki mobilmu)</p> <p>3. kiss your doll (she choose a. Cium bonekamu)</p> <p>4. fly your plane (she choose c. Buang pesawatmu)</p> <p>5. doll (she choose c. Boneka)</p> <p>The question form C was the matching word and picture.</p> <p>1. 😊 (she choose the word b. For happy with written senang)</p> <p>2. 😡 she choose the word d. For blue with written marah)</p> <p>3. 🤪 (she choose the word c. For angry with written kutak/kuat)</p> <p>4. 😏 (she choose the word d. For blue with written sebal)</p> <p>5. 🟩 (she choose the word e. For strong with written mentu)</p>
SH	The questions form A was the questions that	The questions form A was the questions that need the oral answer.

	<p>need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said ...) 2. orange (she said...) 3. yellow (she said...) 4. purple (she said...) 5. king of fruits (she said...) 6. watermelon (she said...) 7. pineapple (she said...) 8. di belakang (she said...) 9. disamping (she said...) 10. di depan (she said...) 	<p>It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said ...) 2. orange (she said...) 3. yellow (she said...) 4. purple (she said...) 5. king of fruits (she said...) 6. watermelon (she said...) 7. pineapple (she said...) 8. di belakang (she said...) 9. disamping (she said...) 10. di depan (she said...) <p>The question form B was the multiple choice. Finding the meaning of:</p> <ol style="list-style-type: none"> 1. bear (she choose ..) 2. kendarai mobilmu (she choose...) 3. kiss your doll (she choose ...) 4. fly your plane (she choose...) 5. doll (she choose...) <p>The question form C was the matching word and picture.</p> <ol style="list-style-type: none"> 1.  (she choose the word...) 2.  (she choose the word...) 3.  (she choose the word...)
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		<p>4. 😊 (she choose the word...)</p> <p>5. 🟦 (she choose the word...)</p>
RY	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (he said ...) 2. orange (he said...) 3. yellow (he said...) 4. purple (he said...) 5. king of fruits (he said...) 6. watermelon (he said...) 7. pineapple (he said...) 8. di belakang (he said...) 9. disamping (he said...) 10. di depan (he said...) 	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (he said hhhn) 2. orange (he said heen) 3. yellow (he said eh) 4. purple (he said hhh) 5. king of fruits (he said ihh eh) 6. watermelon (he did not say) 7. pineapple (he did not say) 8. di belakang (he did not say) 9. disamping (he did not say) 10. di depan (he did not say) <p>The question form B was the multiple choice. Finding the meaning of:</p> <ol style="list-style-type: none"> 1. bear (he choose c. buah) 2. Ride your car (he choose b. Naiki mobilmu) 3. kiss your doll (he choose b. Cium)

		<p>beruangmu) 4. fly your plane (he choose a.terbangkan pesawatmu) 5. doll (he did not fill) The question form C was the matching word and picture.</p> <p>1. 😊 (he crossed the sign with written slaha) 2. 🍌 (he crossed the sign with written csdu) 3. 🍌 (he crossed the sign with written suna) 4. 😊 (he crossed the sign with written d. blue) 5. 🟩 he crossed the sign with written sllana)</p>
AMA	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <p>1. green (he said ...) 2. orange (he said...) 3. yellow (he said...)</p>	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <p>1. green (he said gliin) 2. orange (he said olen) 3. yellow (he said yelo') 4. purple (he said pelpl) 5. king of fruits (he</p>

	<p>4. purple (he said...)</p> <p>5. king of fruits (he said...)</p> <p>6. watermelon (he said...)</p> <p>7. pineapple (he said...)</p> <p>8. di belakang (he said...)</p> <p>9. disamping (he said...)</p> <p>10. di depan (he said...)</p> <p>word...)</p>	<p>said ehh)</p> <p>6. watermelon (he said emm elon)</p> <p>7. pineapple (he said pe'npl)</p> <p>8. di belakang (he said bi'ain)</p> <p>9. disamping (he said bitsait)</p> <p>10. di depan (he said hhh of)</p> <p>The question form B was the multiple choice. Finding the meaning of:</p> <p>1. bear (he choose c. buah)</p> <p>2. ride your car (he choose c. Rusakkan mobilmu)</p> <p>3. kiss your doll (he choose c. Cium kpesawatmu)</p> <p>4. fly your plane (he choose c. Buang pesawatmu)</p> <p>5. doll (he choose c. boneka)</p> <p>The question form C was the matching word and picture.</p> <p>1.  (he choose the word b. Happy with written happy)</p> <p>2.  he choose the word angry without marking c.)</p> <p>3.  (he</p>
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		<p>choose the word strong without marking e.)</p> <p>4.  (he choose the word shame without marking a.)</p> <p>5.  (he choose the word blue without marking d.)</p>
DND	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said ...) 2. orange (she said...) 3. yellow (she said...) 4. purple (she said...) 5. king of fruits (she said...) 6. watermelon (she said...) 7. pineapple (she said...) 8. di belakang (she said...) 9. disamping (she said...) 10. di depan (she said...) 	<p>The questions form A was the questions that need the oral answer. It has 10 numbers.</p> <ol style="list-style-type: none"> 1. green (she said grin) 2. orange (she said orens) 3. yellow (she said yellow) 4. purple (she said pprpl) 5. king of fruits (she said ehh ing ofurts) 6. watermelon (she said...watrmeloon) 7. pineapple (she said penpl) 8. di belakang (she said bihai) 9. disamping (she said bisait) 10. di depan (she said mm) <p>The question form B was the multiple choice. Finding the</p>

		<p>meaning of:</p> <ol style="list-style-type: none"> 1. bear (she choose a. Beruang) 2. ride your car (she choose b. Naiki mobilmu) 3. kiss your doll (she choose d. Cium mobilmu) 4. fly your plane (she choose c. Buang pesawatmu) 5. doll (she choose c. Boneka) <p>The question form C was the matching word and picture.</p> <ol style="list-style-type: none"> 1. 😊 (she choose the word a. Boneka for shame) 2. 😡 she choose the word c. angry) 3. 📖 (she choose the word e. Strong with written stronb) 4. 😳 (she choose the word a. Shame) 5. 🟦 (she choose the word d. Blue)
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B. Discussions

This section present the discussion in line with Research Question. Here the section below:

B.1. Acquiring Aphasic Students' Vocabulary

To illustrate the students in acquire the vocabulay, the researcher described the description of it. According to the result of the data such as observation, interview and test that conducted in 17th of November until 24th of November 2016. An interview conducted before and after teaching using Total Physical Response. It held on 17th of November 2016 morning, and after teaching using Total Physical Response that held on 24th of November 2016. The aphasics acquired the vocabulary from hearing and from the teacher whom teach them. To dig out the data based on the problems at chapter one, researcher asked an interview to the teacher and aphasic students.

Based on collected the data, from the interview that held on 24th of November, that aphasic students acquired vocabulary the most by hearing. It suited with the interview that the researcher done to the students commented.

The researcher asked the student, *“Bagaimana kamu memperoleh kosakata? Kalau saya mendapat kosakata bahasa inggris dari guru, dari kamus... dari melihat dan mendengar oang lain bicara, melihat tulisan orang lain, lalu kamu bagaimana?” Dari kamus*. *“Lalu di tanya kembali; dari kamus atau dari guru?” Dari guru*. *“Itu berarti kamu memperoleh dari apa yang di dengar?” (Anggukkan kepala).*¹

The researcher asked the student, “How do you acquire the vocabulary? If I acquired the vocabulary (English) from the

¹According to the result of the interview on 24th of November 2016

teacher, dictionary...from seen and heard what other people said, seen the peoples' written, then how about you? From dictionary". Then asked again; from dictionary or from the teacher?" from teacher". It means you get the vocabulary from what you heard?" she nodded her head."

The other interview resulted the same result. The researcher asked the aphasic; "*Bagaimana kamu memperoleh kosakata?*" *Guwuu...*"² from that interview the researcher meant that the student said '*guwuu...*' as teacher. It means the student acquired or got the vocabulary by Heard the teacher's doing.

The Student 3, "*Bagaimana kamu memperoleh kosakata? Dari guru atau dari siapa? Atau dari mendengar saja? (Terdiam; lalu datanglah teman sebangkunya yaitu ama dan observer bertanya bahwasanya ama sudah menjalani interview dan ketika di tanya pertanyaan yang sama dia menjawab mendengar sambil terbata mengatakan iya)Observer mengulangi pertanyaan yang sama dan bertanya apakah dengan mendengar, dari guru atau apa? Dan observer menanyakan lagi; dengan mendengar? Ry mulai mengatakan 'haa' dengan menandakan 'iya'.*"³

The Student 3, " how do you acquire the vocabulary? Is that from the teacher or from whom? Or may be only from hearing? (silent; then came seatmate he was Ama and the observer asked that he was conducted the interview and while asked the same question he answered hearing by spoke haltingly yes) the observer repeated the same question and asked whether by hearing, from the teacher or from whom? And the observer asked one and again; by hearing? Ry began to say "haa" to signify the answer 'yes'.

From the data above, the third student was less in speech but still understand what other said, but little bit unresponse though the questions.

²According to the result of the interview on 24th of November 2016

³According to the result of the interview on 24th of November 2016

The teacher also said the same point that aphasic students acquired the vocabulary by hearing what the teacher said or teach. “ Anak yang mengalami afasia atau gangguan bahasa, bagaimana mereka memperoleh kosakata bahasa Inggris? Apakah dari mendengar dari apa yang guru ajarkan atau bagaimana? ” “ Kebanyakan hanya di dapat dari sekolah. ” “ didapati dari sekolah ini maksudnya seperti apa? Punten ” “ Kosakata bahasa Inggris di dapat murni dari sekolah saja pada saat pembelajaran. ” “ Berarti anak afasia mendapatkan kosakata dari gurunya dan apa yang mereka dengar dari gurunya? ” “ iya ” “ terima kasih buat waktunya ” “ sama-samaneng. ”⁴

The teacher also said the same point that aphasic students acquired the vocabulary by hearing what the teacher said or teach. “ The children (student) who have aphasia or language disorder, how are they acquire the vocabulary of an English ma’am? Whether from hearing of what the teacher’s teaching or how it be ma’am? ” “ Most of them only acquired from the school. ” “ what do you mean of acquired from the school? Sorry ” “ The vocabulary of an English pure acquired only from the school when learning activity. ” “ it means an aphasic acquire the vocabulary from the teacher and of what they hear from the teacher? ” “ yes ” “ thank you ma’am on your time ” “ you are welcome. ”

B.2. Assistant Aphasic Students’ Vocabulary Acquisition Using TPR

Total Physical Response has the effect for the learning process. The passive student changed to be active. It signed by the student responses and their habit. The method affected the learner in learning vocabulary. It emphasized by the teacher interpretation, “ Emm menurut saya pembelajaran TPR ini ...TPR yaa? Bagus untuk di lakukan, jadi anak emh mungkin

⁴According to the result of the interview on 24th of November 2016

lebih mudah dalam pembelajaran kosakata, lebih bisa menangkap ... begitu.”

‘emm according to me this TPR method...TPR isn’t it? Good to be done, then the students might be easier in getting learning vocabulary, more students can catch a lesson... like that.’

The statement above the same thing with Earl W. Stevick argued to, “TPR is a special case of what Klein and others (quoted page 6) had to say about response in general: new material is more quickly and firmly embedded in memory if it is tied to experience, to emotion, and to existing motivation.⁵”

The effectiveness the method to assist the student in learning vocabulary; it assisted the aphasic student to know the vocabulary that the teacher teach to them. This method has affected to easy way of learning with movement was good. The researcher interviewed the teacher about the TPR method assistance.

“Dari beberapa pertemuan; menurut anda apakah metode TPR efektif terhadap pembelajaran vocabulary siswa?” The teacher answered, *“e... efektif yaa menurut saya efektif karna anak bisa langsung merespon apa yang kita ajarkan, jadi anak lebih bisa. (jeda; lalu di lanjutkan dengan menanyakan kembali) e... efektif yaa menurut saya efektif sekali karna pembelajaran ini kan baru berlangsung beberapa hari yaa sebelum-sebelumnya kan tidak, tidak seeffektif ini menggunakan emm metode ini, jadi menurut saya pembelajaran*

⁵Earl W. Stevick, *Memory, Meaning and Method: A view of Language Teaching, second Edition* (Boston, Massachusetts: Heinle&Heinle Publishers,1996),132.

menggunakan metode TPR ini bagus untuk di terapkan; tidak hanya dalam bahasa inggris ya... tapi untuk pembelajaran yang lain mungkin juga akan di terapkan. Masukan yang bagus.”

‘From severe meeting, how about you, is TPR method effective on students’ learning vocabulary?’ The teacher answered, “ e...yes effective according to me, because the students exactly could response on what we teach, then they more able. (paused; then continued by asking again) e... yes effective according to me very effective because this learning recently takes place several days, in other days before was not. Not as effective as it use this method, so according to me the learning process using this TPR method was very good to be applied; not only in English lesson but also to the all learning may also be applied. Great feedback.”

The statement above clarified that Total Physical Response not only affected the English lesson but also any lesson.

The other effect for the teacher and students were the coordination among the part of the body and the five senses. The researcher asked, “*Apa manfaat bagi guru dan siswa dengan menggunakan TPR?*” the teacher expressed her own interpretation, “*Emm kalo manfaat bagi guru mungkin bisa untuk seperti tadi yah di masukkan ke dalam mata pelajaran yang lain; kemudian kalo untuk siswa manfaatnya e...bisa menggerakkan tubuh jadi semuanya bisa berkoordinasi antara mata tangan semua indera ya bisa berkoordinasi.*”⁶

‘The researcher asked, “ what is the benefit of using TPR for teacher and the students?” the teacher expressed

⁶According to the result of the interview on 24th November 2016

her own interpretation, “the benefit for the teacher might be able to incorporate the recent method into other subjects; then the benefit for the students emm...able to move the body then all be coordinated among eyes, hand, the all five sense coordinated well.”

The statement emphasized by Earl W. Stevick that Total Physical Response affected the students’ encourage, their multisensory or the five senses. “I interpret its success as vindicating two of its most conspicuous characteristics: It encourages –indeed, practically forces –multisensory involvement and resulting multisensory images. It meets in an integrated way needs that are physical and social as well as cognitive.”⁷

The method not only affected their response but also their courageous in moving their body. Not only the moving the body but also their emotional and cognitive. They were progressed enthusiast in learning vocabulary, they easy to absorb the lesson enthusiastically. They said that the method was fun and excited.

*The researcher asked to the student named Am, “Bagaimana pendapatmu tentang pembelajaran di kelas dengan model pembelajaran yang gurumu lakukan belakangan ini?” the student answered, “Senang.”*⁸

⁷Earl W. Stevick, *Memory, Meaning and Method: A view of Language Teaching, second Edition* (Boston, Massachusetts: Heinle&Heinle Publishers,1996),132

⁸According to the result of the interview on 24th of November 2016

‘the researcher asked to the student named Am, “ How about the learning process in the class that your teacher did lately?” the student answered, “happy.”

The other question asked too, “*Bagaimana pendapatmu setelah kegiatan pembelajaran selesai?*” she answered, “*Se..ru.*”⁹

The researcher translated into English for the text above, “how about you after learning activity finished?” the student answered, “excited.”

“*Bagaimana pendapatmu tentang pembelajaran di kelas dengan model pembelajaran yang gurumu lakukan belakangan ini?AsikBagaimana pendapatmu setelah kegiatan pembelajaran selesai?Aahhh Banak tapi atsik*” the text above expressed that the student enthusiast in learning, it signed that the method assist the aphasic student to acquire the vocabularies.

The translated: “How about the learning process in your class that your teacher did lately?” he answered, Excited” the researcher asked, “how about you after learning activity finished?” the student answered, “ahhh much but excited”

“*Cara pembelajaran manakah yang lebih mengasikkan dan mengena pada dirimu terkait pembelajaran vocabulary; yang dulu gurumu lakukan atau yang baru-baru ini gurumu lakukan? Kemaren (ketika di tanya lebih suka belajar yang dulu atau yang kemarin)*”

‘Which one the learning activity that more exciting and remained on you related to learning vocabulary, the previous teaching that your teacher teach or the recent that your teacher did?’Yesterday (when asked about more exciting the prefer or the last)’

⁹According to the result of the interview on 24th of November 2016

The interview above expressed that the recent learning activity used Total Physical Response more excited than before. But this is not only the result of the effectiveness of TPR, because each student has to know the new people or social interaction needed the time also they more excited with the learning all of the creativities and picture. Some students choose their teacher's activity that the recent activity.

“Cara pembelajaran manakah yang lebih mengasikkan dan mengena pada dirimu terkait pembelajaran vocabulary; yang dulu gurumu lakukan atau yang baru-baru ini gurumu lakukan? i...b u eni dlaaah”

The statement above translated into English: “Which one the learning activity that more exciting and remained on you related to learning vocabulary, the previous teaching that your teacher teach or the recent that your teacher did?” The student answered, “ i...b u Enidlaaah (Mrs. Eni).

The researcher asked, *“Cara pembelajaran manakah yang lebih mengasikkan dan mengena pada dirimu terkait pembelajaran vocabulary; yang dulu gurumu lakukan atau yang baru-baru ini gurumu lakukan?”* he answered, *“Vu e...ni.”*

The statement above translated into English: “which one the learning activity that more exciting and remained on you related to learning vocabulary, the previous teaching that your teacher teach or the recent that your teacher did?” he answered, “ Vu e...ni” (Mrs. Eni)

The result for this research based on the teacher's comment that the Total Physical Response affected the aphasic

students in learning vocabulary. The teacher added the statement that the method should apply in every lesson not only in English lesson. This method has affected the students more active. It signed that the method assisted and has the effect in learning vocabulary. Furthermore, this research is still very far from good. Because the students still compare the learning method that the teacher's do before than the recent method. In addition, this research as reference for further research about Aphasic students in difference causes or which focuses on the similar with the research.