

**THE USE OF CARD GAME AND TOTAL PHYSICAL RESPONSE  
(TPR) METHOD TO IMPROVE DEAF STUDENTS' ENGLISH  
ACHIEVEMENT AT SLB-B PERTIWI PONOROGO**

**THESIS**



**By**

**SEPTIAN EKA PRATIWI**

**NIM. 210914037**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**JUNE 2018**

## ABSTRACT

**Pratiwi, Septian Eka.** (2018). The Use of Card Game and Total Physical Response (TPR) Method to Improve Deaf Students' English Achievement at SLB-B Pertiwi Ponorogo in Academic Year 2017/2018. Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Institute of Islamic Studies Ponorogo (IAIN Ponorogo), Advisor: Dr. Harjali, M.Pd.

**Keyword:** Card Game, Total Physical Response (TPR) Method, and Deaf Students' English Achievement.

Deaf students are having challenge in understanding language especially English language as third language. The difficulty of the students is to understand new vocabulary without the visual media. Besides that, the teacher seldom uses sign language and approaches to every student in teaching-learning process. In order to make students easily in learning English language, Some possible ways should be applied by using card game and one of method by using total physical response (TPR) method. Card game is a tool applied in learning process which helps student to remember new vocabulary by using picture and total physical response (TPR) is teaching method that can be applied to practice student motor activity.

This research aimed to improve deaf students' achievement by using card game and total physical response (TPR) on eleventh grade at SLB Pertiwi Ponorogo. In this research, researcher formulated the problems are: 1) How can card game and total physical response (TPR) improve student's activeness in English class at SLB Pertiwi Ponorogo?. 2) How can card game and total physical response (TPR) method improve deaf students' achievement at SLB Pertiwi Ponorogo?.

The design of this research was classroom action research. It included two cycles to enrich deaf student English achievement. Each cycle covered four steps: planning, acting, observing and reflecting. The data were collected by observation, interview and documentation and vocabulary test.

The result of the research showed that the students improve their achievement in two cycles. Students' activeness improve significantly at 33,33% to 83,33% at the second cycle. Furthermore, there is improvement at students' vocabulary mastery 66,67 % first cycle to 100% at second cycle. Based on result of the research, it can be concluded that the implementation of card game and total physical response (TPR) method can improve student's English achievement.

## APPROVAL SHEET

This is to certify that sarjana's thesis of:

Name : Septian Eka Pratiwi  
Student Number : 210914037  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : The Use of Card Game and Total Physical Response (TPR) Method to Improve Deaf Students' English Achievement at SLB-B Pertiwi Ponorogo.

has been approved by the advisor and is recommended for approval and acceptance.

**Advisor**



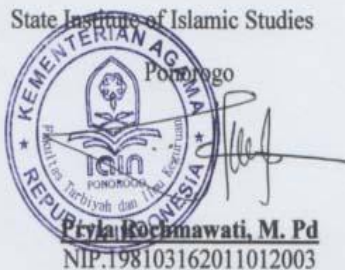
**Dr. Harjali, M.Pd.**  
NIP.196704132000031002

Ponorogo, May 5<sup>th</sup> 2018

Acknowledged by

Head of English Education Department of  
Tarbiyah and Teacher Training Faculty

State Institute of Islamic Studies





# CHAPTER I

## INTRODUCTION

### A. Background of Study

Deaf students have difficulties in some skills especially for hearing and interact each other. According to Peter Westwood the degree of hearing loss influences the degree of difficulty the student will have in learning from auditory methods of teaching. A priority goal in the education of all students with impaired hearing it to advanced their language and literacy skill as much as possible.<sup>1</sup>

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.<sup>2</sup> Actually, the students use sign language for interaction during learning process in the classroom. In every nation, sign language is developed variously based on the sign used in daily. So, sign language is different based on the grammatical language and vocabulary in every nation.

The teacher uses Indonesian sign language in learning process. He has difficulties in understanding language, especially for deaf students who get deaf since they were born. It supports the prediction that the readers who are deaf and

---

<sup>1</sup> Peter Westwood, *What Teachers Need Know About Teaching Methods*(Australia: ACER Press, 2008), 50.

<sup>2</sup> Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (San Fransisco : Longman, 2007), 6.

do not speak well will have difficulty reading.<sup>3</sup> In primary school, the teacher using signs can accelerate the child's understanding. It had been an experience that 'the flowing movements of sign seem to assist the speech patterns'.<sup>4</sup> It applied in senior high school of SLB to help students understand the lesson. Sign language has its own grammar, vocabulary, and literature used just as a spoken language.<sup>5</sup> In Sign language, students who are deaf use expression and body language to construct what they informed. So, sign language as an aid is to improve students skill during the learning process.

Gesture language also helps the teacher to communicate the material of education. The gesture is designed to help the student understand the message.<sup>6</sup> When it uses by hearing children, we can easily distinguish gestures from words. The distinction is somewhat harder to make when deaf children mix gestures with their signs because the two forms of communication share the same channel.<sup>7</sup> So, the teacher has to explain the lesson correctly using sign language and gesture based on the context of the material.

---

<sup>3</sup> Marc Marschack and Patricia Elizabeth Spencer, *The Oxford Handbook of Deaf Studies, Language, and Education*, Vol.2 (New York : Oxford University Press, 2010), 288.

<sup>4</sup> Jenny Frouded, *Making Sense in Sign : A Lifeline for a Deaf Child* ( Britain : Cromwell press, Ltd, 2003), 26.

<sup>5</sup> Tammy Gallion, *Improving Vocabulary Comprehension for Deaf or Hard of Hearing Students* (Marshall University Press: Marshall University Scholar, 2016), 12-13.

<sup>6</sup> Arthur M. Glenberg and Michael P. Kaschak."The Body's Contribution To Language". In *The Psychology of Learning and Motivation*, ed. Brian H. Ross (United States of America : Academic Press, 2003), 111.

<sup>7</sup> Marc Marschack, Harry G. Lang and John A. Albertini, *Educating Deaf Students from Research to Practice*, (New York: Oxford University Press, 2002), 96.

The teacher who teaches in SLB has a particular skill for teaching the students, especially in communication language. The classroom is not interesting because of some factors such as teachers seldom use the various method of teaching, besides that teachers have a limitation in using sign language. So, the teacher does not get participation from the students.

Based on the observation at SLB Pertiwi Ponorogo, the researcher found that the students are not interesting in learning the English language because the teacher seldom used visual aid to explain the lesson. Besides that, The teacher usually taught the English lesson by giving the meaning of the word. Besides that, the teachers always give exercises without the explanation of material. It had done the teacher because the teacher has low skill in Indonesia sign language. So, the student was hard to get what teacher taught.<sup>8</sup> The observation provides that the teacher who are teaches in SLB have to know the approach during teaching-learning process.

One of the approach in teaching deaf student is giving deaf reader a full and accurate picture of what reading is all about.<sup>9</sup> It be a practice for deaf student to understand the text themselves. The students also interested about the material of the lesson. So, student can study the material by giving the meaning of the picture.

---

<sup>8</sup> Observation at SLB Pertiwi, Ponorogo, on October 10<sup>th</sup> 2017.

<sup>9</sup> Marc Marschark, Harry G. Lang and John A. Albertini, *Educating Deaf Students from Research to Praticce*, (New York: Oxford University Press, 2002), 166.

Based on the interview with an English teacher at SLB Pertiwi Ponorogo, The teacher makes the English test depend on students' grade English skill and their awareness. The aim of the teaching English at SLB is to understand the English language as second language. The curriculum of the special school is 2013 curriculum. The focus of teaching English is help the student to get vocabulary and giving knowledge about the grammar of English Language.<sup>10</sup>

Felder and Solomon assert that the four dimensions of learning style are visual-verbal, active-reflective, sensing-intuitive, sequential-global.<sup>11</sup> Based on the dimension of the learning style, the teacher have to know how to teach the students. The deaf students as visual-verbal learners because they are loss hearing so they get knowledge from visual media. Besides that, the visual learners remember best what they see pictures, diagrams, flowcharts, timelines, films, and demonstrations. Students who are verbal learners get more out of words written and spoken explanations.<sup>12</sup> So, the researcher uses picture media in the learning process.

Teachers always use a picture or graphics-whether drawn, taken from books, newspapers, and magazines, or photographs to facilitate learning. Pictures of all kinds can be used in a multiplicity of ways, as show drill, communication games, understanding, ornamentation, prediction, and discussion. One of the

---

<sup>10</sup> Interview with English teacher at SLB Pertiwi, Ponorogo, on February 1<sup>th</sup> 2018.

<sup>11</sup> Marc Marschark, et.al., *Don't Assume Deaf Students are Visual Learners*, (Online), 2016, (<http://crossmark.crossref.org/dialog/?doi=10.1007/s10882-016-9494-0&domain=pdf>, accessed on December 15<sup>th</sup> 2017)

<sup>12</sup> *Ibid.*,



most appropriate uses for pictures is in the presenting and the checking of the meaning.<sup>13</sup>

Teacher also uses game to teach English learning in group or every person. The game is properly organized, and to act as an intermediary between learners and the teacher. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to *experience* language rather than merely *study* it.<sup>14</sup> The kinds of game for learning language is matching game, board game and g The game language for the deaf student is card game to interact and giving understanding the English Language.

The card is useful for matching activities, where students have to find another student in the class with a similar card or one that has the answer to the question on his or her card. It can be asked to place cards in the correct column for sounds, or with the correct lexical group on a board or on a poster. The student can each be given word cards to hold in front of them and then be asked

---

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (San Francisco: Longman, 2007), 134-135.

<sup>14</sup> Adrew Wright, David Betterdge and Michael Buckby, *Game for Language Learning, Third Edition*. (New York: Cambridge University Press, 2005), 3.

to move around until students form a line where all the cards together form a question or a sentence.<sup>15</sup>

The card game is one of the kinds of education game. Card game usually offers the fascinating challenges that the player may ever encounter. In most games, the player can manipulate the 52 pieces of pasteboard into infinite permutations and combinations. Working out those combinations is the fun part of cards - in almost every game, the player does not know what the other players have in their hands. During the course of play, the player uses strategy, memory, cunning, and a whole host of other qualities to put together the best hand possible (or to bluff with the worst hand out there).<sup>16</sup> The card game will help deaf students in understanding the English language by using pictures and game. By relaxing condition, the student can input the material of the English language easily.

Generally, the deaf students need more time to develop their brain than normal children because of students' environment is not support on their development. Their input is lower than normal children in the learning process. So, teachers have to use teaching method which focuses on motor activity to improve their communication and the mental. TPR is a language teaching method built around the coordination of speech and action; it attempts to teach

---

<sup>15</sup> *Ibid.*, 140-141.

<sup>16</sup> Barry Rigal, *Card Game for Dummies* (Canada: Willey Publishing Inc, 2005), 1.

language through physical (motor) activity.<sup>17</sup> TPR is right-brain learning. The TPR classroom, then, was a great deal of listening and acting. During TPR, the teacher is always providing comprehensible input, the cornerstone of Krashen's theory.<sup>18</sup> The students are understood and response what the teacher instructs attentively. This method helps the teacher to improve student activeness in the learning process.

Based on the explanation, the researcher wants to portray card game and total physical response (TPR) method to improve deaf students' English achievement at SLB-B Pertiwi Ponorogo.

## **B. Identification of The Problems and Limitation of The Study**

According to observation, the indicators of the problem are as follows: English class is passive interaction; they do not understand what the teacher instructs. The students are less enthusiasm in the class because the teacher does not use the various teaching method in English class. The teacher has limit communication language skill to explain the lesson. They also seldom use visual media or other visual aids to give understanding for deaf students in language teaching.

---

<sup>17</sup>Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching* (United of state America: Cambridge University Press, 1999), 87.

<sup>18</sup>Cantoni, Gina P, *Using TPR-Storytelling To Develop Fluency and Literacy in Native American Languages* ( US: Educational Resources Information Center (ERIC), 1999), 54.

Based on the identification of the problem, the researcher limits the problem on teaching, learning media, teaching method on improving students' achievement.

### **C. Statement of The Problems**

1. How can card game and total physical response (TPR) improve student's activeness in English class at SLB Pertiwi Ponorogo?
2. How can card game and total physical response (TPR) method improve deaf students' achievement on vocabulary at SLB Pertiwi Ponorogo?

### **D. The Objectives of The Study**

1. To provide that card game and total physical response (TPR) can improve student's activeness in English class at SLB Pertiwi Ponorogo.
2. To provide that card game and total physical response (TPR) can improve deaf students' achievement at SLB Pertiwi Ponorogo.

### **E. The Significances of The Study**

#### **1. Theoretically**

Hopefully, this research will be a reference for teaching-learning process on special school. Besides that, it will contribute knowledge to improve deaf student acquisition in English.

#### **2. Practically**

**a. Teachers**

Hopefully, The research can help the teacher to solve the teaching problem in the class. It easily to teach a student who has specialized in their body. By total physical response ( TPR) teacher practice their brain to give response rapidly.

**b. Students**

Hopefully, Students can interest to the English language because teacher asks the student to study and game. So, Students enjoy in English class.

**c. Readers**

Hopefully, The research will make a reference to the reader about how to student enjoy during the teaching-learning process.

**F. Organization of The Thesis**

1. Chapter 1: Introduction

It consists of the general description of the research report. The description is composed of the background of the study, identification of the problem, limitation of the problem, statement of the problem and problem solving, the objective of the study, the significance of the classroom action research, and organization of the thesis.

2. Chapter II: Review of The Related Literature

It consists of previous research findings, theoretical of background, theoretical framework, and hypothesis.

### 3. Chapter III: Research Methodology

It consists of classroom action research objects, setting and research subject characteristic, research procedure, and research schedule. This chapter explains the design of the research. The researcher does the research by schedule researcher based on the research in general.

### 4. Chapter IV: Research Findings

It consists of a research setting, explanation, pre-cycle, process data pre-cycle analysis and discussion. In this chapter, the researcher explains the result the reason the researcher use the setting. Besides that, the researcher also gives an explanation about analysis every circle correctly.

### 5. Chapter V: Closing

This chapter consists of a conclusion and recommendation. This chapter involves the cover which includes conclusion and recommendation

**CHAPTER II**

**PREVIOUS RESEARCH FINDINGS, THEORETICAL  
BACKGROUND, THEORETICAL FRAMEWORK, HYPOTHESIS**

**A. Previous Research Findings**

There are some previous study relates to the study. Mila Federika wrote in thesis that entitled “The Effect of Using Card Games on Vocabulary Learning Achievement of The First Year Students at SMPN 5 Tapung.”<sup>19</sup>The results of the data analysis show that the mean scores of the pre-test and the post-test is 62.11 and 74.94. In other words, the mean score of the post-test is higher than the pre-test. The result also shows that the value of t-test (12.83) is higher than t-table (2.007) at the significance level 5%. Therefore, alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It can be concluded that there is a significant effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung.

The similarity of the research is the research used card game on focusing vocabulary achievement. The differences in the research are: the object of the research is the first years students junior high school. The design of the research is using experimental research.

---

<sup>19</sup> Mila Federika Fiantina, Effendy Gultom and Afrianto, *The Effect of Using Card Games on Vocabulary Learning Achievement of The First Year Students Of SMP 5 Tapung*, (Online), 2017, (<https://jom.unri.ac.id/index.php/JOMFKIP/article/.../15317>, accessed on January 1<sup>th</sup> 2018.

The other study is Improvement of vocabulary by using domino card media at first Grade SLB Negeri 2 Bantul.<sup>20</sup> Dwi Eni Cahyaningsih analyzed the data by descriptive quantitative. The results of the study showed that the use of domino card media can increase mastery of vocabulary of children with hearing impairment. It provided that every students can improve English skill by got their score up to KKM. In the ability test, initially, HA subjects score increased from 53.33 to 80 in the post-test action cycle. Then, it increased to 96.67 in post-cycle II test. AY Subject scored increased from 43.33 to 83.33 in the post-cycle I test. Then, it increased to 90 in the post-action test of cycle II. The subject of NA obtained a score of 36.67 on the test initial ability. It increased to 76.67 in post-cycle test II and then it increased to 96.67 in post-cycle II test. Subject of FK earned a score of 40 on the initial ability test, it rose to 56.67 on test post-cycle action I and increased to 86.67 on post-test action cycle II. In cycle I, vocabulary is introduced by showing pictures and image names. Furthermore, to increase the child's understanding, researcher uses the game of domino card media. Every child was given a domino card one by one until the last one remaining card. Then, the card was opened to start the game. Then, the card will be exchanged with other player to put on the table. The player was saying the word on the card. In cycle II, Learning is almost same as cycle I beat the game is modified to

---

<sup>20</sup> Dwi Eni Cahyaningsih, *Improvement of Vocabulary By Using Media Domino Card at First Grade student in SLB Negeri 2 Bantul* ( Yogyakarta: Yogyakarta State University, 2015) 142.



change the rules of play that each child is given 4 cards as capital early. The rest of the cards are stacked in a closed state and taken one card to start the game.

The similarities of the research are using the card to teach vocabulary at SLB Bantul. The research also uses classroom action research to applied the game of word card domino. The differences in the research are the objective of the research is first grade in SLB while the researcher observes the eleventh grade at SLB-B.

Ina Puspitasari also wrote the thesis which related this research. The title is The effectiveness of total physical response (TPR) for vocabulary mastery to the seventh-grade students of SMPN 2 Jetis Ponorogo in Academic year 2014/2015.<sup>21</sup> Based on the result of the research, the TPR method is effective to teach vocabulary for the seventh-grade students of SMPN 2 Jetis Ponorogo in academic year 2014/2015. It provided by the result of computation using t-test formula 5% signification level is  $t_0 = 8,413$  and  $t_t = 2,02$  and also in 1 % signification level,  $t_0 = 8,413$  and  $t_t = 2,71$ , so  $t_0 \geq t_t$ . It can be concluded that ( $t_0 > t_t$ ) and the researcher interpret that there is significant difference between the students who are taught by TPR method and the students who are not taught by TPR, so the TPR method is effective to teach vocabulary for the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2014/2015.

---

<sup>21</sup>Ina Puspitasari. *The Effectiveness of Total Physiscal Response (TPR) for Vocabulary Mastery toTthe Seventh Grade Students of SMPN 2 Jetis Ponorogo in Academic year 2014/ 2015* (Ponorogo: STAINPO press, 2015), 76.

The similarities of the research are the research is using TPR method in teaching learning process. The focused is vocabulary. In other side, the differences of the research are the objective of the research is junior high school while this research observed in SLB. The design of the research is pre-experimental research while this research uses classroom action research.

Based on the result of the previous study which related the research, the research would provide that total physical response (TPR) method and card game can improve deaf students' achievement. The research would make teacher creatively on teaching method by practicing students to doing what teacher asked. Besides that, The researcher would practice student motor brain activity and to changes classroom climate to be fun. The students also know how to learn English easily by using pictures in a card game and try to practice students' fast response in the class.

## **B. Theoretical Background**

### **1. Deaf Students Achievement**

#### **a. The Nature of Teaching English for Deaf Student**

Deafness is viewed primarily as the inability to hear, to participate in conversations, to appreciate music or birds singing or to be aware of sound warnings of danger.<sup>22</sup> So, students who have deaf need special language to

---

<sup>22</sup> Susan Gregory, Juliet Bhisop and Lesley Sheldon, *Deaf Young People and Their Families: Developing Understanding*(New York : Cambridge university Press, 1995), 9.

communicate in their environment. A sign language environment for deaf children is as important to their cognitive development as a spoken language environment is for hearing children. Through interaction with sign language users, a deaf child's cognitive development can be every bit as normal as that of a hearing child. However, such an environment is available to less than 5 percent of deaf children—those who have deaf, signing parents and the still smaller number of genuinely bilingual programs.<sup>23</sup> Deaf children who learn to sign at a young age also tend to be better adjusted emotionally, tend to do better in school, and tend to have better social relationships with their signing parents and peers relative to children raised in speech-only environments.<sup>24</sup>

The signs using by teacher can accelerate the student's understanding. When the child no longer needs the tool (or sign language) it can put it away'. A much respected speech therapist at the same meeting considered that if the emphasis on speech is taken off and only sign vocabulary and language are used, then all stress goes so that speech is given a chance to develop normally. It had been her experience that 'the flowing movements of sign seem to assist the speech patterns'.<sup>25</sup> It would be nice if there were a single, *correct*

---

<sup>23</sup> William C. Stoke, "Deafness, Cognition and Language", in *Context, Cognition and Deafness* (Washington DC: Gallaudet University Press, 2001), 6-7.

<sup>24</sup> Marc Marschark, *Raising and Educating A Deaf Children* (United States of America : Oxford University Press, 1997),12.

<sup>25</sup> Jenny Froude, *Making Sense in Sign: A Lifeline for a Deaf Child* (Britain: Cromwell Press.Ltd, 2003), 26.

approach to educating deaf children, one for which we could describe a theory of instruction."<sup>26</sup>

For children who cannot hear the sounds of speech, losing the ability to interact visually is particularly serious.<sup>27</sup> Like a spoken language, a sign language consists of a large vocabulary of arbitrary signs, together with a set of rules, or grammar, that govern the formation of individual units, their modification, and their combination into phrases and sentences. Signs are composed of several clearly defined characteristics: hand shape, place of articulation, movement, and whether one or two hands are used. Changes in one of these characteristics normally will change the meaning of a sign, but the signs can be modified or inflected to indicate number, tense, or mood, just as English words can be inflected by adding certain beginnings or endings to words (dog becomes dogged, the jump becomes jumped, etc.).<sup>28</sup>

#### **b. Deaf Student's Achievement**

An educationally inclusive school is one in which the teaching and learning, achievements and attitudes, and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not

---

<sup>26</sup> Marc Marschark, Harry G. Lang and John A. Albertini, *Educating Deaf Students from Research to Practice*, (New York: Oxford University Press, 2002), 5.

<sup>27</sup> Bouvet Danielle, *The Path to Language: Bilingual Education for Deaf Children* (British: Multilingual Matters LTD, 1990), 147.

<sup>28</sup> Marschark, Harry G. Lang and John A. Albertini, *Educating Deaf Students from Research to Practice*, (New York: Oxford University Press, 2002), 76.

only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who have experienced previous difficulties.<sup>29</sup>

A variety of practices central to the academic achievement of deaf students have come about as a function of basic and applied research: the use of more visually oriented teaching strategies, hands-on learning activities, the early use of sign language to enhance language and cognitive development, emphasizing relations among concepts, and many others to be described later.<sup>30</sup> Developmental and educational achievement of deaf children clearly will be affected by an interaction between the degree of hearing loss and the communication fluency of adults around them who serve as informal and formal teachers. Young deaf children of hearing parents frequently do not have any truly accessible and competent language models, either for sign language or for spoken language.<sup>31</sup>

There has been some debate about whether an IEP (individual education plans) needs a separate section outlining achievement criteria, as it could be argued that 'smart' targets include achievement criteria. However, measurable achievement criteria may act as a guide for monitoring progress. Often support staff seeks clarification on the frequency that a pupil has to

---

<sup>29</sup> Lani Florian and John Hegarty, *ICT and Special Educational Needs: A Tool for Inclusion* (Britain: Open University Press, xii).

<sup>30</sup> Marc Marschark, Harry G. Lang and John A. Albertini, *Educating Deaf Students from Research to Practice*, (New York: Oxford University Press, 2002), x.

<sup>31</sup> *Ibid.*, 13.

achieve a target for it to be 'learnt'. Therefore, achievement criteria that can be measured by frequency or duration can be helpful.<sup>32</sup>

### c. Learning Style for Deaf Student

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Douglas Brown defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Generally, There are three main learning styles; visual, auditory, and kinesthetic.<sup>33</sup>Felder and Solomon assert that Eleven items ILS (Index Learning Style) tap each of four dimensions of learning style:<sup>34</sup>

- 1) Visual-verbal: Visual learners remember best what they see pictures, diagrams, flow charts, timelines, films, and demonstrations. Verbal learners get more out of words written and spoken explanations.
- 2) Active-reflective: Active learners tend to retain and understand information best by doing something active with it, discussing or applying

---

<sup>32</sup> Lani Florian and John Hegarty, *ICT and Special Educational Needs: A Tool for Inclusion* Britain: Open University Press, 119.

<sup>33</sup> Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* ( San Fransisco : Longman, 2007), 129.

<sup>34</sup> Marc Marschark,et.al., *Don't Assume Deaf Students are Visual Learners* ,(Online), 2016,(<http://crossmark.crossmef.org/dialog/?doi=10.1007/s10882-016-9494-0&domain=pdf>, accessed on December 15<sup>th</sup> 2017)

it or explaining it to others. Reflective learners prefer to think about it quietly first.

- 3) Sensing-intuitive: Sensing learners tend to like learning facts; intuitive learners often prefer discovering possibilities and relationships.
- 4) Sequential-global: Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections and then suddenly getting it.

Based on the explanation, the deaf student can call visual-verbal learner. It has reasoned that deaf student has an inability in hearing and communicate by oral, sign, and visual media to each other.

## **2. Total Physical Response (TPR) Method**

### **a. Characteristics of TPR**

TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through

physical (motor) activity.<sup>35</sup> According to Asher, motor activity is a right-brain function that should precede left-brain language processing.<sup>36</sup>

Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes: (a) before children develop the ability to speak, they develop listening competence. In the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into accounts that a learner may be making a mental blueprint of the language that will make it possible to produce spoken language during this later period of listening; (b) children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and (c) when a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR

---

<sup>35</sup> Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching* (United of state America: Cambidge University, 1999), 87.

<sup>36</sup> H.Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, Second Edition( New York:Addison Wesley Longman Limited,2001 ) 29.



considers that one learns best when he is actively involved and grasp what he hears.<sup>37</sup>

There is generally no basic text in a total physical response materials and realia play an increasing role, however, in later learning stage. For absolute beginner lesson may not require the use of material, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes. Other modifications include having students take a more participatory role by giving commands or instructions to one another.<sup>38</sup>

#### **b. The Advantage and Disadvantages of TPR**

TPR has some advantages and disadvantages. Its advantages include:<sup>39</sup>

- 1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;
- 2) It is very memorable. It does assist students to recognize phrases or words;

---

<sup>37</sup> *Teaching Children Using a Total Physical Response (TPR) Method: Rethinking* (online) Handoyo Puji Widodo.(citeseerx.ist.psu.edu, accessed on December 6<sup>th</sup> 2017).

<sup>38</sup> *Ibid.*, 94-95.

<sup>39</sup> Ina Puspita Sari. *The Effectiveness of Total Physiscal Response ( TPR) for Vocabulary Mastery to The Seventh Grade Students of SMPN 2 Jetis Ponorogo in Academic year 2014/ 2015*(Ponorogo: STAINPO press, 2015),76.

- 3) It is good for kinesthetic learners who are required to be active in the class;
- 4) It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;
- 5) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
- 6) It is no need to have a lot of preparation or materials using the TPR.
- 7) In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready;
- 8) It is very effective with teenagers and young learners; and It involves both left and right-brained learning;

In addition to such advantages, TPR has disadvantages. Among them are:

- 1) In its original form, TPR may be too limited to use alone. Thus, TPR is often used at the beginning levels or as part of a more complex lesson. It is also possible that commands can be lengthened into a process.
- 2) TPR can also be done in a game form such as —Simon Says. Advocates of TPR have also developed the method into TPR Storytelling Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the

students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class.<sup>40</sup>

- 3) It is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities, even though it can successfully be applied at Intermediate and Advanced levels. In this respect, it is essential to adapt the language, accordingly.
- 4) It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.
- 5) The teacher has trouble teaching abstract vocabulary or expressions when teacher using TPR. TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptive, and conversation forms of language.<sup>41</sup>

### c. The Principle of TPR

Asher lists the three principles of the TPR system:

---

<sup>40</sup> Andi Susilo, *Diktat Teaching English Foreign Language* (The State Institute Of Islamic Studies Ponorogo Press : The State Institute Of Islamic Studies Ponorogo, 2012), 40-41.

<sup>41</sup> Cantoni, Gina P. *Using TPR-Storytelling To Develop Fluency and Literacy in Native American Languages*.(US: Educational Resources Information Center (ERIC), 1999), 54.

- 1) Delay speech for students until an understanding of spoken language "has been extensively internalized".
- 2) "Achieve an understanding of spoken language through utterances by the instructor in the imperative".
- 3) "Except that, at some point in the understanding of spoken language, students will indicate a 'readiness' to talk".<sup>42</sup>

#### **d. The Teacher and Learner Role in TPR**

##### **1) Learner Role**

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.<sup>43</sup>

---

<sup>42</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (California: Pergamon Press Inc, 1982), 140.

<sup>43</sup> Jack C. Richards and Theodore S. Rodgers. *Approach and Methods in Language Teaching* (United of state America: Cambridge University Press, 1999), 93.

## 2) Teacher Role

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting material for classroom use.

Asher stresses, however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds.<sup>44</sup>

## 3. Card Game

### a. Characteristic of Card Game

The card is useful for matching activities, where students have to find another student in the class with a similar card or one that has the answer to the question on his or her card. It can be asked to place cards in the correct column for sounds, or with the correct lexical group on a board or on a poster.

---

<sup>44</sup> *Ibid.*, 94.

The student can each be given word cards to hold in front of them and then be asked to move around until students form a line where all the cards together form a question or a sentence.<sup>45</sup>

Challenge the students to remember what is shown in a picture or in a sequence of pictures. You might make that part of a preparation for dealing with everyday life situations ('training the visual memory!') Copy the street scene onto a transparency, show it to the students for three minutes and then ask them who was in the street and then they were doing. Another well known picture memory game is sometimes called 'Pelmanism', in which about twenty small pictures are laid upside down and then students try to remember which is which. If they are correct, then taking the picture and have another go. The pictures would either be printed on a single sheet and taken in turn or each picture would be on a single piece of paper or card and then turned over or taken by a student. The advantage of the latter lies partly in the element of surprise and interest; more importantly, however, the advantage lies in the creation of an 'information gap' between the students. If only student B sees the picture there is some reason for student A asking the question. The idea of 'information gap' and 'opinion gap' has been central to language teaching in the last twenty years. However, it is not enough; a 'gap' is no use if the student is not motivated to cross the gap - and that is where the idea of challenge, initiation and encouragement come then. The following example of a mini-

---

<sup>45</sup> *Ibid.*, 140-141.

dialogue, prompted by pictures, hovers on the edge of being of sufficient interest to make the students want to know what the other is saying and want to respond.<sup>46</sup>

Challenging the students also find a relationship between bits of information. For example, between two pictures or a picture and a text. Many of the best-known language games belong to this kind of challenge, for example, true, false games (in which the student has to match what is said against what he or she knows to be true or false); Bingo (Lotto) games; picture/text matching activities.<sup>47</sup>

Gredler defined games as “competitive exercises” in which “the objective is to win and players must apply subject matter or other relevant knowledge in an effort to advance in the exercise and Swin.”<sup>48</sup> Game is properly organized, and to act as an intermediary between learners and the teacher.<sup>49</sup> Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. A player could communicate with words, mime, use body

---

<sup>46</sup> Andrew Wright, *1000+ pictures for Teachers to copy* (London: Longman, 1984) 130.

<sup>47</sup> *Ibid.*,

<sup>48</sup> Christopher Miller, *Games: Purpose and Potential in Education* (New York: Science and Business Media, 2008), 5.

<sup>49</sup> Andrew Wright, David Betteridge and Michael Buckby, *Game for Language Learning* (New York: Cambridge University Press, 2005), 3.

movements, and gestures among many which guarantee fun and unpredictability.<sup>50</sup>

#### **b. The Advantages and Disadvantages of Card Game**

The advantage of using card game:

- 1) Vernon stated games that involve learners to take part in a healthy competition could help them in learning more without forcing their participation.<sup>51</sup>
- 2) Game changes the class to be more fun.
- 3) The student can memorize the new word in the English language.

Besides that, this game gives some disadvantage in the classroom. Dr. Heather Coffey, from The UNC School of Education states, "games may be more distracting than a typical learning tool and that the goals of the games do not necessarily always align with the learning goals of the classroom." (Coffey). There is an idea that students are not actually learning anything, they are only wasting their time and playing games rather than becoming educated. It seems to put a lot of pressure on the teacher to keep up to date with the content of the game in every aspect also. "Teachers must determine whether the content of the game is appropriate for specific age groups and whether the games are suitable for the standards-based accountability movement."

---

<sup>50</sup> Sahar Ameer Bakhsh, *Using Games as a Tool in Teaching Vocabulary to Young Learners*, (Online), Vol. 9, No. 7, 2016, (<http://dx.doi.org/10.5539/elt.v9n7p120>, accessed on December 30<sup>th</sup> 2017), 123.

<sup>51</sup> *Ibid.*,



(Coffey). This may mean more work for the teachers, while students are playing these games are supposed to take some pressure off of the teachers.<sup>52</sup>

### c. The Procedure of Card Game

The card game has some steps to do in the classroom. The procedure will be explained in the following:<sup>53</sup>

- 1) Give each individual or pair of learners the same set of cards and have them start to match the pairs of cards at the same time.
- 2) As learners finish they call out *Finished!*
- 3) Tell the learners to check their matchings against the answer sheet.

This game is a good one for making the learners familiar with the cards and preparing them for Variation 1. It describes in the following:

#### 1) Variation 1 (Pelmanism)

- a) Divide the class into groups of three or four.

The learners lay the cards, in neat rows, *face down* so that the pictures and writing on the cards cannot be seen. The pictures must not be put in pairs, but randomly placed. It doesn't matter if the players see the pictures being put down and if they try to remember where the pairs were placed.

- b) The first player then turns over two of the cards, one at a time.

---

<sup>52</sup>(<https://sites.google.com/a/cortland.edu/researchproject2/disadvantages>, accessed on January 2<sup>th</sup> 2018)

<sup>53</sup> Adrew Wright, David Betterdge and Michael Buckby, *Game for Language Learning, Third Edition* (New York: Cambridge University Press, 2005), 108-110.

If the player thinks the cards match, he or she should make some appropriate comment to the others before picking them up. If the other players agree that the cards are a pair, the first player keeps them and it is the next player's turn.

- c) When two cards are picked up which do not match, they must be shown to the other players and replaced in exactly the same position from which they were taken. Then the next player has a turn. This continues until the cards have been paired off. The player with the most pairs is the winner.

#### **d. The Teacher and Learner Role in Card Game**

Once the learners are familiar with group work, new games are normally introduced in the following way:<sup>54</sup>

- 1) The teacher gives an explanation to the class.
- 2) The teacher and one or two learners demonstrate the game.
- 3) Trial with a group in front of the class.
- 4) Some key language and/or instructions written on the board.
- 5) First 'try out' of the game, by groups.
- 6) Key language, etc., removed from the board.
- 7) The game continues.

---

<sup>54</sup> *Ibid.*, 4.

### **C. Theoretical Framework**

English is one of the lessons to be followed by students to know about the grammar and its use. Teaching English is not easy in normal schools, especially in special school. Teachers use a bit of media and old methods in the classroom so that teacher must choose appropriate media and method to improve deaf students' achievement in the English class.

To solve the problem, the teacher tries to give interesting media and apply the method that make students have the motivation to improve their students' achievement. The card game can provide an opportunity for students to work in group discussion and improve to understanding of keys by the card. Total physical response (TPR) method provides an opportunity for the student to pay attention teacher instruction. This method asks students to make their left-right brain balance on the learning process.

Based on the explanation, it can be concluded that the use of card game and total physical response (TPR) method will motivate students to act and interest in English class. Hopefully, the use of card game and total physical response (TPR) method would improve the deaf students' achievement at SLB Pertiwi Ponorogo in Academic Year 2017/2018.

#### **D. Hypothesis**

Based on the explanation above, the researcher hypothesizes that the use of card game and total physical response (TPR) method improve deaf students' achievement at SLB-B Pertiwi Ponorogo in Academic Year 2017/2018.



## **BAB V**

### **CLOSING**

#### **A. Conclusion**

According to the research result, the use of card game and total physical response ( TPR) method at SLB-B Pertiwi Ponorogo can improve deaf students' English Achievement in academin year 2017/2018. The result of students' activeness showed at 33,33% to 83,33% at second cycle. In another one, the result of this research showed that the result of students' achievement on vocabulary is 66,67% at first cycle and 100% at second cycle. It means that the result of cycle 1 and cycle 2 have improvement significantly.

#### **B. Suggestion**

Based on the research result of using Card game and total physical response ( TPR) method in improving vocabulary and writing skill, researcher purposes the following suggestion :

##### **1. For The students of SLB-B Pertiwi Ponorogo**

The researcher suggests to study and improve their vocabularies and writing continuously. The student must to remember the structure of tenses by memorizing the structure. Besides that, they can make a note for the new vocabularies. They also must to search the picture for understanding the meaning of vocabularies if they do not what the

meaning of the vocabulary. So, the students are not bored to study the English Language.

## **2. For The English Teacher of SLB-B Pertiwi Ponorogo**

The teachers should implement and develop the method and strategy to motivate student in improving students' vocabulary and students' writing. Although, the teacher give the meaning every words in front of the class, the teacher should use picture media to understanding the material. So, by using picture media, the students are easily to remember the vocabulary.

Teacher also must give more instruction to practices their motor brain skill. It can be do to students by repeating the material in instruction.

## **3. For The Other/ Next Researcher**

This thesis can be reference for the research who would like to conduct the research in the same case. in addition, due to limitation of the problem, the researcher can not conduct perfectly. So, the other researcher can get the other research which related their research and will be get the research well.



## BIBLIOGRAPHY

- Ary, Donald. Et al., *Introduction to Research in Education*. Eighth Edition. Canada: Nelson Education, Ltd, 2010.
- Burns, Anne. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. London: Taylor & Francis e-Library, 2010.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Fifth Edition. San Francisco: Longman, 2007.
- Stoke, William. "Deafness, Cognition and Language", in *Context, Cognition and Deafness*. Washington, DC: Gallaudet University Press, 2001.
- Cahyaningsih, Dwi Eni. *Improvement of Vocabulary By Using Media Domino Card Wopic at First Grade student in SLB Negeri 2 Bantul*. Yogyakarta: Yogyakarta State University, 2015.
- Cannon, Joanna. *Vocabulary Instruction Through Books Read in American Sign Language for English-Language Learners With Hearing Loss*. (online). 2011. (<<http://cdq.sagepub.com/content/31/2/98>>., accessed on September 29<sup>th</sup> 2017)
- Cantoni, Gina P. *Using TPR-Storytelling To Develop Fluency and Literacy in Native American Languages*. United States of America: Educational Resources Information Center (ERIC), 1999.
- Christopher Miller, Christopher. *Games: Purpose and Potential in Education*. New York: Science and Business Media, 2008.
- Chance, Louis. *Research Methods In Education*. New York: Taylor & Francis Library, 2007.
- Danielle, Bouvet. *The Path to Language: Bilingual Education for Deaf Children*. British: Multilingual Matters LTD, 1990.
- Fountain, Gultom and Afrianto. *The Effect of Using Card Games on Vocabulary Learning Achievement of The First Year Students Of SMP 5 Tapung*. (Online). 2017.
- Froude, Jenny. *Making Sense in Sign: A Lifeline for a Deaf Child*. Britain: Cromwell Press, Ltd, 2003.

Gallion, Tammy. *Improving Vocabulary Comprehension for deaf or Hard of Hearing Students*. Marshal University: Marshall Digital Scholar, 2016.

Glenberg and Kaschak. "The Body's Contribution To Language". In *The Psychology of Learning and Motivation*. United States of America : Academic Press, 2003: 93-123.

Harmer, Jeremy. *The Practice of English Language Teaching. Third Edition*. San Francisco: Longman, 2007.

<https://sites.google.com/a/cortland.edu/researchproject2/disadvantages>., accessed on January 2<sup>th</sup> 2018.

(<https://jom.unri.ac.id/index.php/JOMFKIP/article/.../15317>), accessed on January 1<sup>th</sup>. 2018.

Huyen N and Nga K. *Learning vocabulary Through Games*. Asian EFL Journal. 2003.

Interview with English teacher at SLB Pertiwi Ponorogo, on February 1<sup>th</sup> 2017.

Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. California: Pergamon Pres Inc, 1982.

Lani Florian and John Hegarty, *ICT and Special Educational Needs: A Tool for Inclusion* Britain: Open University Press.

March Marchark, et.al. *Are Deaf Students visual Learner?*, (Online), (<https://ncbi.nlm.nih.gov/poems/articles/PMC3671598/>), accessed on December 15<sup>th</sup> 2017).

Marschark, et.al. *Don't Assume Deaf Students are Visual Learners*, (Online), (New York: Springer Science and Business Media, 2016). Published online: June 02nd, 2016, accessed on December 15<sup>th</sup> 2017)

Marschark and Spencer, *The Oxford Handbook of Deaf Studies, Language, and Education*. Vol.2. New York: Oxford University Press, 2010.

Marschark, Lang and Albertini. *Educating Deaf Students from Research to Practice*. New York: Oxford University Press. 2002.



- Nugrahaningsih, Niken. *The use of Total Physical Response (TPR) method in English Preposition Teaching at The Fifth Grade Students of The Academic year 2006/ 2007 SDN Tajuk I Getasan Kab. Semarang*". Semarang: Semarang state university. 2007.
- Prabhat and Menu. *Research Methodology: Tool and Technique*. Romania: Bridge Center, 2015.
- Puspitasari, Ina. *The Effectiveness of Total Physiscal Response ( TPR) for Vocabulary Mastery toTthe Seventh Grade Students of SMPN 2 Jetis Ponorogo in Academic year 2014/ 2015*. Ponorogo: STAINPO press. 2015.
- Pujiningsih, Nining. *Improving Students'English vocabulary by Using Total Physical Response in the sixth year of MI NU Manafiul Ulum Kudus*. Sebelas Maret University. Surakarta, 2010.
- Richards and Rodgers. *Approach and Methods in Language Teaching*. United of States America: Cambridge University, 1999.
- Sagor, Richard. *Guiding School Improvement with Action Research*. USA: Association for supervision and curriculum Development, 2000.
- Sahar Ameer Bakhsh, Sahar Ameer. *Using Games as a Tool in Teaching Vocabulary to Young Learners, (Online), Vol. 9, No. 7, Tahun 2016*.(<<http://dx.doi.org/10.5539/elt.v9n7p120>>., accessed on December 30<sup>th</sup> 2017).
- Susan Gregory, Bhisop and Lesley Sheldon. *Deaf Young People and Their Families: Developing Understanding*. New York: Cambridge university Press, 1995.
- Susilo, Andi. *Diktat Teaching English Foreign Language*. The State Institute Of Islamic Studies Ponorogo Press: The State Institute Of Islamic Studies Ponorogo, 2012.
- Vernon, S. *The Benefits of Using Games*, Retrived June 20 th 2009, (<http://www.english.com>).
- Wright, Betterdge and Buckby. *Game for Language Learning*. Third Edition. New York: Cambridge University Press, 2005.
- Widyaningrum, Retno. *Statistik Pendidikan*. Ponorogo: Stain Ponorogo Press, 2007.