

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher discusses about result and discussion of research. The data has been collected from interview, observation, and documentation. In this chapter, the researcher is going to describe base on the research problems in the first chapter. This chapter is divided into two main part: Research result and discussion of research.

A. Result

In this chapter, the researcher describes the result of the result by using descriptive analysis of qualitative method. The researcher would present some data that were collected by using collection procedures, those are observation, interview, and documentation. The researcher will describe about the implementation of kumon method in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur Pamekasan.

The researcher conducted the observation in teaching and learning process at the eighth grade of MTSN 3 Sumber Bungur Pamekasan. Based on the result of observation and interview during teaching learning process which the researcher conducted the research start from 03rd March 2021 - 24th March 2021. The observation was four times. There are 33 students joined the class. In the observation, the researcher also interviewed the teacher and some students.

There are many phenomena and information related with the researcher's study which was found in the teaching learning process exactly in the implementation of kumon method in teaching simple past tense.

1. The Applied Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

a. The First Observation

In the first Observation on 03rd March 2021, in pre teaching the teacher opened the lesson by greeting “Assalamualaikum Wr. Wb” and began the lesson by praying together, Next the teacher checked students attendance and gave motivation to the students. Look at the picture below:



After that in whilst teaching, the first the teacher explained the material that was simple past tense. The teacher explained the definition, characteristics of simple past tense and nominal form of simple past tense. While explaining the material, the teacher also did the asking and answer about simple past tense to make sure students understanding. Look at the picture below:



For the second, the teacher told that she wanted to applied kumon method, so she explained the rules of the method. The third, the teacher provided the worksheet and shared it. Here, the teacher provided three kinds of worksheet about simple past tense with different level of difficulties. The fourth, the students did the worksheet and submitted it when they finished. The fifth, the teacher checked the students' worksheet and give another worksheet to the students who answer all the question correctly while the students who cannot answer all questions correctly, they did it again until they got 100 scores. If the students cannot answer correctly until five times, the teacher helped them. Look at the picture below:



Next, in post teaching the teacher gave evaluation by using the result of students' worksheet. After that the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

b. The Second Observation

In the second observation on 10th March 2021, in pre teaching the teacher opened the lesson by greeting "Assalamualaikum Wr. Wb" and began the lesson by praying together, Next the teacher checked students attendance and gave motivation to the students. Look at the picture below:



After that in whilst teaching, the first the teacher continued explained the material of simple past tense that was the verbal form and the using of verb 2 . While explaining the material, the teacher also did the asking and answer questions to make sure students understanding. Look at the picture below:



For the second, the teacher told that she wanted to applied kumon method. The third, the teacher provided the worksheet and shared it. Here, the teacher provided the worksheet of the change of verb and the verbal form of simple past tense. The fourth, the students did the worksheet and submitted it when they finished. Here, the teacher used time management to challenge the students. The fifth, the teacher checked the students' worksheet and same with the meeting before for the students who cannot answer all questions correctly they did it again until they got 100 scores. Look at the picture below:



Next, in post teaching the teacher gave evaluation by using the result of students' worksheet. After that the teacher asked the students

to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

c. The Third Observation

In the third observation on 17th March 2021, in pre teaching the teacher opened the lesson by greeting "Assalamualaikum Wr. Wb" and began the lesson by praying together, Next the teacher checked students attendance and gave motivation to the students. Look at the picture below:



After that in whilst teaching, the first the teacher continued explained the material about simple past tense. The teacher used text. For the second, the teacher told that she wanted to applied kumon method. The third, the teacher provided the worksheet and shared it. Here, the teacher provided recount text by title "a beautiful day at Jogja". The fourth, the students did the worksheet and submitted it when they finished. Look at the picture below:



The fifth, the teacher checked the students' worksheet and give another worksheet to the students who answer all the question correctly while the students who cannot answer all questions correctly, they did it again until they got 100 scores. If the students cannot answer correctly until five times, the teacher helped them.

Look at the picture below:



Next, in post teaching the teacher gave evaluation by using the result of students' worksheet. After that the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

d. The Fourth Observation

In the fourth observation on 24th March 2021, in pre teaching the teacher opened the lesson by greeting “Assalamualaikum Wr. Wb” and began the lesson by praying together, Next the teacher checked students attendance and gave motivation to the students. Look at the picture below:



After that in whilst teaching, the first the teacher told to the students that today she wanted to review all material about simple past tense. Before the teacher share the worksheet, she conducted asking and answer question about simple past tense. The second, the teacher provided the worksheet and shared it. Here, the teacher provided three kinds of worksheet about simple past tense with different level of difficulties. Look at the picture below:



The third, the students did the worksheet and submitted it when they finished. The fifth, the teacher checked the students' worksheet and give another worksheet to the students who answer all the question correctly while the students who cannot answer all questions correctly, they did it again until they got 100 scores. Next, in post teaching the teacher gave evaluation by using the result of students' worksheet. After that the teacher asked the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

After conducted the observation, the researcher did an interview to the students and the teacher about the implementation of kumon method, here the interview:

one of students states that:

"Ya bu duwi menggunakan metode kumon ketika mengajar simple past tense. Setelah menjelaskan materi bu duwi memberikan macam-macam soal dan menyuruh siswa untuk mengerjakannya."¹

¹Interview with Ananda Noviantika, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

The researcher translates as follow:

"Yes mrs. Aim always used the kumon when teaching simple past tense.

After that she gave different worksheet and ask the students to do it.

Another statement said that:

"ya, setelah menjelaskan materi pelajaran tentang simple past tense, ibu menyuruh siswa untuk mengerjakan soal yang bermacam-macam. "²

The researcher translates as follow:

"Yes, after explaining the material about simple past tense, the teacher ask the students to do the worksheet with different difficulties ."

Another statement said that:

"Iya, guru saya selalu menggunakan metode kumon. Saya senang dengan adanya metode ini karena dapat melatih otak kita termasuk otak saya untuk selalu berfikir lebih dalam.."³

The researcher translates as follow:

"Yes, my teacher always used kumon method. I am happy with this method because it can train our brains including my brain to always think more broadly."

Another statement said that:

"Iya, guru bahasa Inggris saya menggunakan metode kumon, ibu biasanya menyiapkan lembar soal tentang simple past tense dan penggunaan verb 2."⁴

²Interview with Balya Ubaidillah, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

³Interview with Fina safitri, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

⁴Interview with Moh. Sufyan amin, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

The researcher translates as follow:

"Yes, my English teacher used the kumon method, the teacher usually provide the worksheet about simple past tense and the used of verb 2."

Another statement said that:

"Iya, guru bahasa Inggris saya bu duwi menggunakan metode kumon. Dengan metode ini saya merasa nyaman karna disini saya bisa berfikir lebih dalam tentang bahasa inggris. Dengan metode kumon saya bisa memecahkan soal yang diberikan oleh guru saya."⁵

The researcher translates as follow:

"Yes, my english teacher mrs. Duwi used the kumon method. By using this method I feel comfortable because here I can think deeper about English. By the used of kumon, I can solve the exercise which is given by the teacher."

Another statement said that:

"Iya, guru saya bu duwi selalu menggunakan metode kumon. Kita diminta mengerjakan soal setelah itu kalau bisa menjawab dengan benar semua, kita mendapatkan soal baru lagi yang lebih sulit."⁶

The researcher translates as follow:

"Yes, my teacher mrs. Duwi always used kumon method. We all were asked to do the worksheet and then if we can answer all questions correctly, we can continue do another worksheet."

⁵Interview with Suci Auliya, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

⁶Interview with Ramadani, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

And the English teacher said that:

"well, talking about the method I used in teaching English especially in simple past tense material. I used kumon method to measure students' comprehend about simple past tense. why I choosed this method because it can improve their knowledge by thinking hard to finished the worksheet. In the preparation, I just need worksheets than I shared it to the students. The worksheets are various based on the level of difficulties. Here the students who got 100 scores, they continued do another worksheet but for them who cannot, they must do it again until they can answer all questions correctly. After all students finished their task, I give evaluation."⁷

Based on the interviews above, the researcher took conclusion that the teacher always apply kumon method in teaching simple past tense. She applied kumon method in accordance with existing procedures.

2. The Advantages of the Implementation of Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

The researcher would like to discuss the advantages of kumon method in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur.

Based on the researcher's observation, there are some the advantages of kumon method those are make the students understand deeply about the material. It was also good because it measure the students' comprehend by using different level of difficulties of worksheet. Beside that, it made the students learn seriously because they will compete with their friend to finished the task well.

In addition, the researcher also conducted interview with teacher and some of students in the class, as written below :

The teacher said:

⁷Interview with Mrs. duwi, teacher at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

“I think there are many advantages from this method. First, it helps the students’ understanding because they learn from the easiest to the more difficult. Second, train students’ independence and self confidence because they do the worksheet by themselves. Third, the students are more focus in doing exercise.”⁸

The students said:

“menurut saya dengan penerapan metode kumon, saya bisa belajar lebih dalam untuk memahami materi yang disampaikan oleh guru”

The researcher translate as follow

“according to me by the implementation of kumon method, I can learn deeper to understand the material which is explained by the teacher.”

The students also stated:

“Menurut saya penerapan metode ini sangat menyenangkan bagi saya dan juga teman teman karena ini tidak membosankan. Metode ini juga bisa membantu siswa dan siswi bersaing untuk mengerjakan soal dengan cepat dan benar.”⁹

The researcher translates as follow:

“According to me the implementation of this method was very enjoyable for me and my friends because this method was not boring. This method also could help students to compete in doing the exercise well.”

Another statement said that:

⁸ Interview with Mrs. duwi, teacher at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

⁹Interview with Ifka Maulidia, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

“menurut saya dengan metode ini membuat saya lebih mengerti materi yang disampaikan karena saya belajar dari materi yang mudah kemudian mencoba materi materi yang lebih sulit.”¹⁰

The researcher translates as follow:

“According to me by this method make me more understand about the material which is explained because I learn from the easier to the more difficult.”

One of students also said:

“saya pikir pelajaran grammar termasuk sulit, tetapi saat guru memberikan macam macam soal dari yang mudah ke yang sulit, saya bisa memahami sedikit demi sedikit apa yang dipelajari.”¹¹

The researcher translates as follow:

“I think grammar subject is difficult, but when teacher give various exercise from the easier to the more difficult, I can understand little by little what I learn”

Based on the interviews above, the researcher took conclusion that kumon method give many advantages for the students especially in learning grammar such as simple past tense because it help them understand strongly from the basic material to the more difficult. Aris said this method learn the students to study from the easier to more difficult that it is good for their comprehend.¹²

¹⁰Interview with Firman M.R, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

¹¹Interview with Nazla Hidayatika, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

¹² Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017) P.96

3. The Disadvantages of the Implementation of Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

Here, the researcher would like to discuss about the disadvantages of kumon method in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur Pamekasan.

From the researcher observation, he found the disadvantages of the kumon method in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur. Different students' ability so influence in achieving goals. It means that students who have low IQ are difficult to do the worksheet because they do not master the material deeply. This method also grows student's individualism. It means that student's creativity cannot develop.

In addition, while the teaching learning process of grammar class, the researcher found that some students felt confused in doing the worksheet. Beside the researcher doing observation, the researcher also conducted interview with teacher and some of students in the class, as written below :

The English teacher said that:

"of course this method has disadvantages. For the students who have low IQ will difficult to finished the worksheet. Beside that, because this method is personal learning, it can make the students have individualism. It is also make the students not creative."¹³

The student stated that:

¹³Interview with Mrs. duwi, teacher at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

“menurut saya metode ini terlalu banyak memberikan soal sehingga saya kurang focus terhadap materi yang dipelajari.”¹⁴

The researcher translates as follow:

“I think this method give too many exercise so that I cannot be focus to material what I learn.”

Another statement said that:

“Menurut saya pelajaran grammar adalah yang paling sulit. Meskipun dengan metode kumon saya tetap sulit mengerti”¹⁵

The researcher translates as follow:

“I think grammar is the most difficult material. Although using this method, I still feel difficult to understand”

Another student also said:

“Saya merasa kurang nyaman ketika belajar menggunakan metode kumon karena membuat siswa tidak kreatif dan hanya fokus ke soal.”¹⁶

The researcher translates as follow:

“I felt not comfortable in the use of kumon method because make students not creative and focus only to exercise.

Based on the interviews above, the researcher took conclusion that kumon method has disadvantages for students who have low IQ and it can grow students’

¹⁴Interview with Achmad Jazilur Ghafur, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

¹⁵Interview with M. Ibrahim naqsabandy, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

¹⁶Interview with Nurul aisyah sinyo, student at the eighth grade, on wednesday, 23 March 2021 at 11.52-12.30

individualism also make students not creative. As shoimin stated that this method could grow students' individualism so that they are not too creative.¹⁷

B. Discussion

In this part, the researcher is going to discuss about what the researcher gets from analyzing the handbook and the research that has been done at the eighth grade of MTSN Sumber Bungur 3 Pamekasan.

In this case, the researcher checked the validity of data using triangulation namely triangulation technique because the researcher compared the result of data that was found by observation, interview and documentation.

1. The Teacher Applied Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

Based on the data in above, the researcher can answer the first problem of study that is "How does the teacher implement kumon method in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur Pamekasan."

The teacher applied the method by steps, in pre teaching the teacher opened the lesson by greeting "Assalamualaikum Wr. Wb", after that the teacher began the lesson by praying together, Next the teacher checked students attendance and gave motivation to the students. While in whilst teaching the first the teacher explained the

¹⁷ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017) P.96

material that is simple past tense. The second, the teacher told that she would apply Kumon method, so she explained the rules, after that she provided the worksheet and then shared it to the students. Third, the students did the worksheet and submitted it to the teacher. Fourth, the teacher checked students' worksheet and gave another worksheet for students who got 100 score and gave it back for them who cannot achieve the 100 score. If the students cannot answer correctly until five times, the teacher would help them. In the first observation the teacher explained the definition, characteristics, and example of nominal form of simple past tense. The teacher also gave two kinds of worksheet. In the second observation, the teacher explained verbal form of simple past tense and the use of verb 2. Here, the teacher provided worksheet about verbal form and the use of verb 2 of simple past tense. At the third observation, the teacher asked the students to read recount text by title "a beautiful day at Jogja" and asked the students to answer the question based on the text. In the last observation, the teacher did review all material about simple past tense. Here the teacher provided three kinds of worksheet. For seventh the teacher stopped the activity after the students have successfully done the worksheet. And next, in post teaching the teacher gave the evaluation by using the result of students' worksheet. Sometimes, the teacher asked orally to make sure that the students really understand the material. After that, the teacher

order the students to pray together, the last the teacher closed the lesson by saying greeting "Wassalamu'alaikum Wr. Wb".

Based on the interview with the English teacher about kumon method that was used by the teacher in teaching simple past tense at the eighth grade of MTSN 3 Sumber Bungur Pamekasan. The teacher used TAPPS technique in teaching learning process.

The teacher said to the researcher that she used kumon method in teaching English especially in simple past tense material. She used kumon method to measure students' comprehend about simple past tense. She choosed this method because it can improve their knowledge by thinking hard to finished the worksheet. In the preparation, she just needed worksheets than shared it to the students. The worksheets are various based on the level of difficulties. Here the students who got 100 scores, they continued do another worksheet but for them who cannot, they must did it again until they can answer all questions correctly. After all students finished their task, she gave evaluation

2. The Advantages of the Implementation Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

Based on the observation and interview the advantages of Kumon are :

a. For Teacher

1) Can Measure Students' Understanding About The Material

Because in the kumon method there is placement for students who able finished the worksheet well, so that the teacher can measure which students that need more attention in learning English. the teacher also can give asking and giving question much more to them to deepen students' comprehend. It is suitable with the theory according to Miftahul Huda that the roles of teacher so influence to the development of students in mastery the lesson.¹⁸ it means that in teaching and learning process this method has a great effect to students' ability. So, goals of study can be received.

2) Can Arrange The Lesson By Small Steps

In the kumon method, the teacher emphasizes the students' knowledge from basic until they really have strong knowledge about it. The teacher will not continue give more difficult lesson if they are not able to solve the easier problem. According to David Ausubel in Miftahul Huda that students should be guided to respond the lesson productively by help them to have strong basic ability.¹⁹

b. For Students

¹⁸Miftahul Huda, *Model-model Pembelajaran dan Pengajaran: Isu-isu Metodis dan Paradigmatik* (Yogyakarta: Pustaka Pelajar, 2019), Page. 38

¹⁹ Ibid. Page. 45

1) Can Make Students Understand Deeply The Material

Kumon method can make students understand deeply what they learn about English although they don't have good knowledge about it because they learn from the easier to more difficult. It is suitable with the theory according to Miftahul Huda that to deepen students' knowledge, it starts from the easiest in which in this case the teacher provides different levels of difficulties of the worksheet.²⁰ It means that with this method, the students are accurate in learning English.

2) The Students Are More Disciplined

In Kumon, the students get a chance to start learning from what they can do easily, without any mistakes. By achieving targets by themselves, the students will feel satisfied and happy. According to Huda, Kumon digs individual potential by independent learning, which is suited to individual ability.²¹ It means by individual guidance, students are able to increase their ability maximally.

3) Can Improve The Students' Knowledge

In this research, Kumon was applied in teaching simple past tense in which it is so suitable to improve the students' knowledge about grammar because it is arranged in

²⁰Ibid. 23

²¹ Ibid. 26

small steps, those are the teacher explain from the basic and make sure the students understand it.

The researcher found that kumon method at the eighth grade of mTSN 3 Sumber Bungur has two advantages for teacher and four advantages for students which is very useful for students in learning English, especially grammar.

3. The Disadvantages of Kumon Method in Teaching Simple Past Tense at the Eighth Grade of MTSN 3 Sumber Bungur Pamekasan.

Based on the observation and interview the advantages of Kumon are :

a. For Teacher

1) The Teacher Need Long Time to Check Students' Assignment

In teaching using kumon method a teacher must check the students' worksheet one by one before she give another worksheet for them who get 100 score.

b. For Students

1) Being Individualism

Because in this method focus on students personal ability, it is not good for their creativity and collaboration. Some students will difficult later when they should learn by

teamwork. Activeness of students also disturbed because they learn passively.

The researcher found that kumon method at the eighth grade of MTSN 3 Sumber Bungur also has disadvantages for teacher and students such as the teacher must prepare the material well and provide worksheet. The students also feel difficult because they face many exercises. It also grow students' individualism that is not too good.

