

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

3.1 REALIZATION OF TRAINING AND TEST

3.1.1 BEFORE TRAINING

The writer found six children who fitted the requirements as respondents in this study. They were three children from TK Islam Rachmatullah and three children from TPA Baitur Ridwan. The respondents were classified based on their ages. She equalized the condition of these two groups with ordinal pairing. Fortunately, this classification made the writer easier to carry out the experiment. It was because the students of TPA Baitur Ridwan belonged to the experimental group and the students of TK Islam Rachmatullah were in the control group.

EXPERIMENTAL GROUP	AGE	CONTROL GROUP
Ainun Yakin	4 years old	Sulistiyas Rahmati
Vicky Alamsyah	5 years old	Effendi Suherman
Agung Supendri	6 years old	Ikka Mufarihah

3.1.2 TRAINING

The training was given in form of a four-day treatment to the respondents. The training in TK Islam Rachmatullah began at 4.30 p.m. and in TPA Baitur Ridwan at 6 p.m.



DAY I : Page 1

LETTER : ن and ب

Visual Discrimination

In this training session, the writer tried to observe the ability of the respondents in visual discrimination. She also asked them to find other same letters, such as in this conversation below.

Writer : *Vicky, tunjuk hurufnya pakai pensil.*

Vicky, point the letters with the pencil.

Vicky : (pointed the letters with his pencil and read all letters in that page)

Na, ba, ba, ba, na (up to the end)

Writer : "Na" yang mana?

Which one is "Na"?

Vicky : (pointed one letter ن /na/)

Writer : *Anak pintar, mana lagi yang "Na"?*

Clever boy. Which one else is "Na" ?

Vicky : (pointed another the same letter)

Writer : *Bagus, mana lagi?*

Good. Which ones else?

Vicky : *Ini, ini...*

This, this ... (pointed the other ten-letter ن /na/)

Writer : *Ya, betul.*

Yes, that's right. (Then she asked Vicky to find the other fourteen-letter ب /ba/)

The table below tells us whether they could point out the same letters correctly.

Table 3.1

Visual Discrimination in Learning Page 1

Letter	Experimental Group			Control Group		
	Ainun	Vicky	Agung	Sulist	Effendi	Ikka
ا	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ب	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes

Table 3.2

Number of Mistakes in Associating Sounds with Letters in Page 1

Letter	Pg 1	Turn I					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	12	1		1	3	4	3
ب	14	1	2	1	2	1	1
TOTAL	26	2	2	2	5	5	4
Letter	Pg 1	Turn II					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	12	2	1		2	2	2
ب	14		1	1	1	1	
TOTAL	26	2	2	1	3	3	2



Letter	Pg 1	Turn III					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
نَ	12					1	1
بَ	14	1	1		2	1	1
TOTAL	26	1	1	0	2	2	2

Table 3.3
Pronunciation in Learning Page 1

Letter	Correct Pronunciation	Respondents' Pronunciation
نَ	/na/	/na/
بَ	/ba/	/ba/

By observing their responses in the learning activity, the writer also tried to find out the influence of colour as visual cue in motivating children. Their responses are shown by the table below.

Table 3.4
Responses in Learning Page 1

PAGE 1		
Group	Respondents	Responses
E X P	Ainun	He was happy to learn reading Quran Noise of other pupils did not disturb him
	Vicky	Same as Ainun
	Agung	Same as Ainun

C T R I	Sulistiyas	Same as Ainun
	Effendi	Same as Ainun
	Ikka	Same as Ainun

EXP = experimental ; CTRL = control

DAY II : Page 2

LETTER : ت and ث

Table 3.5

Visual Discrimination in Learning Page 2

Letter	Experimental Group			Control Group		
	Ainun	Vicky	Agung	Sulist	Effendi	Ikka
ن	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ب	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ت	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ث	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes

Table 3.6

Number of Mistakes in Associating Sounds with Letters in Page 2

Letter	Pg 2	Turn I					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ن	5	1			2	2	1

ا	7	1			3	2	2
اٲ	10	4	3	2	4	4	3
اٲٲ	10	4	4	3	4	4	3
TOTAL	32	10	7	5	13	12	9
Turn II							
Letter	Pg 2	Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	lk
اٲ	5				2	2	1
اٲٲ	7				1	2	
اٲٲٲ	10	3	3	2	3	3	4
اٲٲٲٲ	10	3	2	3	3	3	3
TOTAL	32	6	5	5	9	10	8
Turn III							
Letter	Pg 2	Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	lk
اٲ	5				1	1	
اٲٲ	7		1				
اٲٲٲ	10	2	1	1	3	2	1
اٲٲٲٲ	10	3	1	2	2	3	3
TOTAL	32	5	3	3	6	6	4

Table 3.7

Pronunciation in Learning Page 2

Letter	Correct Pronunciation	Respondents' Pronunciation
اٲ	/ta/	/ta/
اٲٲ	/θa/	/sa/ or /fa/

Table 3.8
Responses in Learning Page 2

PAGE 2		
Group	Respondents	Responses
E X P	Ainun	Same as in the first page
	Vicky	Same as in the first page
	Agung	Same as in the first page
C T R L	Sulistiyas	Same as in the first page
	Effendi	Same as in the first page
	Ikka	Same as in the first page

DAY III : Page 3

LETTER : ج , ح and خ

Table 3.9

Visual Discrimination in Learning Page 3

Letter	Experimental Group			Control Group		
	Ainun	Vicky	Agung	Sulist	Effendi	Ikka
ن	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ح	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ج	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes

ا	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ح	Able. No mistakes	Able. No mistakes	Able. No mistakes	<i>Able, but points ̣ twice</i>	Able. No mistakes	Able. No mistakes
ح	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ح	Able. No mistakes	Able. No mistakes	Able. No mistakes	<i>Able, but points ̣ once</i>	Able. No mistakes	Able. No mistakes

Table 3.10

Number of Mistakes in Associating Sounds with Letters in Learning Page 3

Letter	Pg 3	Turn I					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	3	1			1	2	1
ا	3				1	1	
ا	4	1	1		1	1	1
ا	3	1	2		2	2	1
ح	8	4	4	4	6	6	6
ح	10	6	5	4	7	6	5
ح	8	2	3	2	5	5	4
TOTAL	39	16	14	10	23	23	18

Letter	Pg 3	Turn II					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	3				1	1	
ا	3				1	1	
ا	4	1	1		2	1	

ج	3	1	1	1	1	2	1
ح	8	4	4	4	5	4	4
خ	10	4	5	4	6	5	4
ح	8	2			4	4	3
TOTAL	39	12	11	9	20	18	12
Turn III							
Letter	Pg 3	Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ج	3				1	1	
ح	3				1	1	
خ	4		1		1	2	1
ح	3	1	1		2	3	1
ح	8	5	4	5	5	4	3
خ	10	4	6	4	4	4	5
ح	8				5	6	3
TOTAL	39	10	12	9	19	21	13

Table 3.11
Pronunciation in Learning Page 3

Letter	Correct Pronunciation	Respondents' Pronunciation
ج	/dʒa/	/dʒa/
ح	/ha/	/ha/
خ	/kha/	/hɔ/

Table 3.12
Responses in Learning Page 3

PAGE 3		
Group	Respondents	Responses
E X P	Ainun	- He turned his head backwards twice when some other students made noise - He smiled if he could not read a letter.
	Vicky	Same as the second page
	Agung	Same as the second page
C O N T R O L	Sulistiyas	- She smiled or moved her shoulders up and down if she could not read a letter. - She drew on her training book. - She was to leave the group when she saw Effendi leaving the group, but the writer forbade her.
	Effendi	- He shook his head and smiled if he could not read a letter - He left the group and went to other group for a while. Then he came back after the writer called him out and asked him to join the group again.
	Ikka	- She stared at the writer or at her training book if she could not read a letter.

DAY IV : Page 4

LETTER : ج and ڄ

Table 3.13

Visual Discrimination in Learning Page 4

Letter	Experimental Group			Control Group		
	Ainun	Vicky	Agung	Sulist	Effendi	Ikka
ا	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ب	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ت	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ث	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ج	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ح	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
خ	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
د	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes
ذ	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes	Able. No mistakes

Table 3.14

Number of Mistakes in Associating Sounds with Letters in Page 4

Letter	Pg 4	Turn I					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	4	1	1		2	2	2
ب	4	1			3	2	1
ت	3	1	1		1	1	
ث	3	1	1		1	2	1
ج	4	2	1	2	3	2	2
ح	3	3	2	1	2	1	1
خ	4	1			2	2	2
د	8	4	5	3	6	6	4
ذ	8	8	8	8	8	8	8
TOTAL	41	22	19	14	28	26	21
Letter	Pg 4	Turn II					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	4				2	2	2
ب	4				1	1	1
ت	3	1			1	2	
ث	3	1			1	1	1
ج	4	2	2	2	2	2	2
ح	3	2	2	1	1	1	1
خ	4				3	3	2
د	8	5	4	3	7	8	4
ذ	8	8	8	8	8	8	8
TOTAL	41	19	16	14	26	28	21

Letter	Pg 4	Turn III					
		Experimental Group			Control Group		
		Ain	Vk	Ag	S	E	Ik
ا	4		1		1	1	
ب	4						
پ	3	1			1	1	1
ت	3	1	1		1	1	1
ث	4	2	2	2	3	2	2
ج	3	1	1	1	2	2	1
ح	4				2	2	1
خ	8	4	4	3	6	7	4
ذ	8	8	8	8	8	8	8
TOTAL	41	17	17	14	24	24	18

Table 3.15
Pronunciation in Learning Page 4

Letter	Correct Pronunciation	Respondents' Pronunciation
د	/da/	/da/
ذ	/dza/	/da/

Table 3.16
Responses in Learning Page 4

PAGE 4		
Group	Respondents	Responses
E X P	Ainun	- He smiled and bit his pointing finger if he could not read a letter - He did not concentrate on his book and watched other students in the mosque. He continued reading if the writer asked him.

E X P	Vicky	<ul style="list-style-type: none"> - He waved his body forward and backward - If he could not read a letter, he scratched the letter with his pencil
	Agung	<ul style="list-style-type: none"> - He changed position of his legs twice - He played his pencil and scratched his forehead with it
C O N T R O L	Sulistiyas	<ul style="list-style-type: none"> - She smiled if she could not read a letter - She did not concentrate on her book and watched other students in the class. She continued her reading if the writer asked her. - After reading the training book, she directly run to other group.
	Effendi	<ul style="list-style-type: none"> - He smiled and shook his head if he could not read a letter - He teased Sulistiyas with his pencil
	Ikka	<ul style="list-style-type: none"> - She did not concentrate on her training book and turned her head for many times to other groups - She told the writer that the lesson was difficult

3.1.3 TEST

The test was carried out after the respondents received the four-day training. The result of the test is presented by the following tables.

Table 3.17
The respondents' scores for visual test in each part

Group	NAME	Visual Part I					TOTAL
		ن ب	خ ح	ك ح	ن ت ث	ذ د	
E X P	Ainun	1	0	1	1	0	3
	Vicky	1	0	1	1	1	4
	Agung	1	1	1	1	1	5
C T R L	Sulistiyas	0	0	1	1	0	2
	Effendi	1	0	0	1	0	2
	Ikka	1	1	1	1	1	5
Group	NAME	Visual Part II					TOTAL
		ب ن	خ ح	ت ث	ذ د	ح ج	
E X P	Ainun	0	0	1	1	0	2
	Vicky	0	0	1	1	1	3
	Agung	1	0	1	1	1	4
C T R L	Sulistiyas	0	0	1	1	0	2
	Effendi	1	0	1	1	0	3
	Ikka	1	0	1	1	1	4

Table 3.18

The respondents' scores for visual test

Group	NAME	Part I	Part II	TOTAL
E X P	Ainun	3	2	5
	Vicky	4	3	7
	Agung	5	4	9
C T R L	Sulistiyas	2	2	4
	Effendi	2	3	5
	Ikka	5	4	9

Table 3.19

The respondents' scores for speech test in each letter

Group	NAME	Speech Test				TOTAL
		نَ	بَ	تَ	ثَ	
E	Ainun	1	2	2	1	6
X	Vicky	2	2	2	2	8
P	Agung	2	2	2	2	8
C T R L	Sulistiyas	1	1	1	1	4
	Effendi	1	2	1	2	6
	Ikka	1	2	2	2	7

Group	NAME	Speech Test					TOTAL
		حَ	حَ	خَ	دَ	ذَ	
E	Ainun	1	2	1	1	0	5
X	Vicky	2	1	1	1	0	5
P	Agung	1	2	2	2	0	7
C T R L	Sulistiyas	1	1	0	1	0	3
	Effendi	1	0	1	1	0	3
	Ikka	1	1	0	2	0	4

Table 3.20

The respondents' scores for speech test

EXPERIMENTAL GROUP	Speech Test	CONTROL GROUP	Speech Test
Ainun	11	Sulistiyas	7
Vicky	13	Effendi	9
Agung	15	Ikka	11

Table 3.21

The respondents' total scores

GROUP	RESPONDENTS	VISUAL TEST	SPEECH TEST	TOTAL
E X P	Ainun Yakin	5	11	16
	Vicky Alamsyah	7	13	20
	Agung Supendri	9	15	24
C T R L	Sulistiyas Rahmati	4	7	11
	Effendi Suherman	5	9	14
	Ikka Mufarihah	9	11	20

Highest score for visual test: 10

Highest score for speech test: 18

Highest total score: 28

3.2 DATA ANALYSIS

3.2.1 VISUAL PROCESS (THE INFLUENCE OF COLOUR AS VISUAL CUE IN DISCRIMINATING PATTERNS)

During training session, both groups did not find difficulties. From the command to the respondents to point out the same letters, the writer knew that they were able to make discrimination of a letter from others. They could do that without problems.

However, Sulistiyas in the third day (see table 3.9) made a few mistakes in discriminating letters ح and خ. Ainun Yakin, the other child who was as old as Sulistiyas, did not make the same mistakes. In this study, the four-year-old respondents might find difficulty to discriminate these two letters, but the colour

helped Ainun (who belonged to experimental group) so that he did not make mistakes as Sulistyas did.

Visual scanning in the test session was more difficult than that in the training session and the respondents had to be more careful and planful. As stated in Chapter 1 (page 17), studies of children's visual scanning reveal more planful, efficient, task-directed pick up of information with age. The result of the test supports this theory. In this visual test, the oldest respondents (the six-year-old respondents) got the highest score and the youngest ones (the four-year-old respondents) got the lowest ones (see table 3.18).

	Experimental	Control
6-year-old respondents	Agung : 9	Ikka : 9
5-year-old respondents	Vicky : 7	Effendi : 5
4-year-old respondents	Ainun : 5	Sulistyas : 4

The scores of the respondents became higher with age. In addition, Vicky had better score than Effendi, and Ainun got higher score than Sulistyas. Based on the data in the training session and in the test, the writer concluded that in the visual discrimination, colour as visual cue gave more influence to 5-and-4-year-old respondents rather than to the 6-year-old respondents.

3.2.2 SPEECH PROCESS (RECOGNIZING AND DISCRIMINATING PHONEMES, AND ASSOCIATING SOUND WITH LETTER)

The correct associations

[na] → ن

The respondents' associations

[na] → ن



[ba] →	بَ	[ba] →	بَ
[ta] →	تَ	[ta] →	تَ
[θa] →	ثَ	[sa] or [fa] →	ثَ
[ja] →	جَ	[ja] →	جَ
[ha] →	حَ	[ha] →	حَ
[kh]] →	خَ	[h]] →	خَ
[da] →	دَ	[da] →	دَ
[dza] →	ذَ		ذَ

The respondents got problem to learn non-existing phonemes in their mother tongues i.e. /θ/, /kh/ and /dz/. From tables 3.7, 3.11 and 3.15 about pronunciation, we find out that the respondents mispronounced the phonemes they heard from the writer. They replaced [θa] with [sa] or [fa], [khɔ] with [hɔ], and [dza] with [da]. There are two possibilities in this phenomenon. First, they knew that [θa] was different from [sa] or [fa], [khɔ] and [hɔ] were different sounds, and [dza] was different from [da], but they had difficulties in pronunciation. Second, they misinterpreted the three phonemes, so that they uttered them incorrectly.

However, after considering a theory viewing phoneme as psychological reality, the writer believes that the second possibility is more dominant. The original mentalist position, as espoused by Badouin de Courtmay, defined the phoneme as “ a mental reality, as the intention of the speaker or the impression of the hearer, or both” (Twaddell, in Hyman, 1975: 72). All theorists agree that the phonemic system of a language exerts a behavioral effect on its speakers. Few

phonologists fail to make some remark about the role of the phonemic system in the perception of foreign sounds. In the words of Trubetzkoy,

The phonological system of a language is like a sieve through which everything that is said passes Each person acquires the system of his mother tongue. But when he hears another language spoken he intuitively uses the familiar "phonological sieve" of his mother tongue to analyze what has been said. However, since this sieve is not suited for the foreign language, numerous mistakes and misinterpretation are the result. The sounds of foreign language receive an incorrect phonological interpretation since they are strained through the "phonological sieve" of one's own mother tongue. (cited in Hyman 1975: 73)

Even Harris, who devoted so much attention to distributional analysis, wrote: "Clearly, certain behavior of the speakers indicate perception along the lines of the distributional structure, for example, the fact that while people imitate nonlinguistic or foreign-language sounds, they *repeat* [his emphasis] utterances of their own language" (cited in Hyman 1975:73).

This phenomenon is common with Indonesian learners. New learners need time to correct their pronunciations, about several months or even years. Therefore, in table 3.6, 3.10 and 3.14, the incorrect associations of [sa] or [fa] for **ش** and [h] for **ح** are not calculated as mistakes. It is because they associate a sound with a letter. Although those kinds of incorrect sound-letter correspondences are accepted, the same mistake in learning letter **ذ** is still calculated as a mistake (see table 3.16). This is because they associate a phoneme with two different letters i.e **د** and **ذ** .

THE INFLUENCE OF COLOUR AS VISUAL CUE IN ASSOCIATING SOUND WITH LETTER

The coloured letters are ن, خ, and ذ. Based on table 3.2, 3.6, 3.10, and 3.14, the following tables show us the number of mistakes made by the respondents in learning those three letters from beginning to the end.

Table 3.22

Number of mistakes in learning letters ن, خ, and ذ

		PAGE I			PAGE II			
Group	NAME	ن			NAME	ن		
		I	II	III		I	II	III
E X P	Ainun	1	2		Ainun	1		
	Vicky				Vicky			
	Agung				Agung			
C T R L	Sulistiyas	3	2		Sulistiyas	2	2	1
	Effendi	4	2	1	Effendi	2	2	1
	Ikka	3	2	1	Ikka	1	1	
PAGE III								
Group	NAME	ن			خ			
		I	II	III	I	II	III	
E X P	Ainun	1			2	2		
	Vicky				3			
	Agung				3			
C T R L	Sulistiyas	1	1	1	5	4	5	
	Effendi	2	1	1	5	4	6	
	Ikka	1			4	3	3	

PAGE 4										
Group	NAME	ن			خ			ذ		
		I	II	III	I	II	III	I	II	III
E X P	Ainun	1			1			8	8	8
	Vicky	1		1				8	8	8
	Agung							8	8	8
C T R L	Sulistiyas	2	2	1	2	3	2	8	8	8
	Effendi	2	2	1	2	3	2	8	8	8
	Ikka	2	2		2	2	1	8	8	8

For letters ن and خ, the experimental group made fewer mistakes than the control one, from the first page up to the end. Although they could not produce the sounds accurately, colour as visual cue helped the experimental group to associate sound /na/ with ن and sound /kho/ with خ.

Unfortunately, the writer has difficulty to make sure of the influence of colour as visual cue for letter ذ. There is a possibility that the experimental group was helped by the colour in associating sound with letter, but they got difficulty in pronunciation. However, as has been explained before, there is a greater possibility that the colour did not give any influence to the respondents. It is because they could not recognize the foreign language sound /dza/ and they associated sound [da] with the two different syllables ذ and ذ.

3.2.3 THE INFLUENCE OF COLOUR AS VISUAL CUE TO DECODING

Decoding, a step of beginning reading, consists of visual process and speech process. The total scores of the respondents in the test show us the effect of colour as visual cue to these respondents.

	Experimental	Control
6-year-old respondents	Agung : 24	Ikka : 20
5-year-old respondents	Vicky : 20	Effendi : 14
4-year-old respondents	Ainun : 16	Sulistiyas : 11

In each pair of the respondents with the same age, the total scores of the respondents belonging to experimental group are higher. It means that colour as visual cue has helped them in the decoding process.

3.2.4 THE INFLUENCE OF COLOUR AS VISUAL CUE IN MOTIVATING CHILDREN TO LEARN READING QURAN

Learning 9 letters in the four-day training was difficult for the respondents. Starting on the third day, the difficulty can be seen from the quite large number of the mistakes made by them. This difficulty led to the loss of their interests to follow the lesson; even the worst was in the fourth day (see tables of responses 3.4, 3.8, 3.12, and 3.16). In the last day, both groups did not enjoy the lesson anymore and some lost their concentrations.

However, there is a difference between the two groups during the training session. The respondents from the experimental group began to lose their interest on the fourth day, but the respondents from the control group had lost interest since the third day.

The experimental group could keep their interest on the third day for two possibilities. First, it was because this group made fewer mistakes than the other group, so that the respondents of this experimental group was not frustrated on the

lesson. Second, the training book with colour was more interesting. Therefore, it helped the respondents to control themselves and concentrate on the training. Not only the respondents who like the book, but other students in TPA Baitur Ridlwan were interested too and asked the writer to teach them with the coloured training book.



CHAPTER IV

CONCLUSION