

CHAPTER V

CONCLUSSIONS AND RECOMMENDATIONS

This chapter is aiming for presenting the conclusion and recommendation of this study. This chapter covers the research questions, the conclusion, the limitation and the recommendation of this study.

5.1. The Research Questions

As it is stated in the first chapter, this study has two research questions. The first research questions is to investigate the effectiveness of using Teaching Proficiency through Reading and Storytelling (TPRS) method in teaching speaking skills. The second research question is to investigate the students' attitude to the implementation of TPRS method in the classroom.

To answer these two research questions, a mixed method-embedded design was used in this study. A mixed method provides both quantitative and qualitative data. The quantitative data were taken from the speaking test scores and students questionnaire. Meanwhile, the qualitative data were taken from classroom observation field-notes. The qualitative data was aimed to support the quantitative data. The participant of this study were the first grade students in one of senior high schools in Bandung, West Java. The participants were divided into the experimental and the control group.

5.2. The Conclusions

To answer the first research question, the data were taken from the data findings analysis of students' speaking pre-test and post-test as the quantitative data. Form the calculation, it was found that the students' speaking score in the experimental group improved and outperformed the control group significantly after the implementation of TPRS method. The evidence to claim this statement could be seen from the mean of each group in the pre-test and post-test, the result of sig. (2 tailed) value of the independent t-test, and the result of sig. (2-tailed) value of the paired sample t-test of experimental group.

The mean of the experimental group in the post-test was higher than the control group ($62.17 > 53.57$). The result of t-test on the post-test indicated that the sig. (2-tailed) value was lower than the level of significance ($.014 < .05$). The result of sig. (2-tailed) value in the paired samples t-test was also lower than the level of significance ($.000 > .05$). Based on these three evidence, it can be concluded that TPRS method was effective in teaching speaking skills to the tenth grade students in one of senior high schools in Bandung. In other words, the null hypothesis of this study was rejected and the alternate hypothesis was accepted. The null hypothesis stated that there was no significant difference between the students' speaking score in the experimental group before and after the TPRS treatment. The alternate hypothesis stated that there was significant difference between the students' speaking score both in the experimental and the control group before and after the TPRS treatment. Based on the findings, the null hypothesis was rejected and the alternate hypothesis was accepted.

After the first research question was answered quantitatively, the claim was supported by the data analysis of classroom observation field-notes to get in-depth information. The data analysis of classroom observation field-notes was used to investigate the information which cannot be interpreted with quantitative data. Since the TPRS method had provided a scaffolding, which used to move students progressively towards stronger understanding, TPRS method could help the students feel comfortable to learn language. Even though the TPRS method seems to be going slowly, the students with lower proficiency could follow the teaching instruction cooperatively. It was started even the students said yes or no, the TPRS could cope the students interest. The students also were interested in movie talk which could emphasize them to speak. TPRS method was appropriate to be implemented in this case because the participants seemed to be in lower proficiency.

Building the students readiness before the students really speak to tell their past event was done by several input from TPRS method. It could be found from the vocabulary building in the establish meaning, the video stimuli from movie talk, the pronunciation practice from mini story, and creating classroom interaction from PQA and circling technique. The use PQA and circling technique could increase classroom interaction between teacher-student and students-student. The students were able to express and shows their ideas when they were asked by the teacher or by their peer.

Because the teacher was not only used a storytelling but also story asking in implementing TPRS method, the students could increase their creativity to create the story. The students were asked to guess what could be happened next of the part of the story. It could be seen from meeting 5 to 7 in the use of movie talk. After the teacher discussed a story frame, the students were able to create their own imagination and creativity to create what will be happened in the next frame. However, the use of mini story technique failed to give additional reading and listening material as their homework. The students seemed to have a little attention to the mini story video.

The second research question was to find out the students' attitude to the implementation of TPRS method in experimental group. Since the TPRS method had only given to the experimental group, the questionnaire was only administered to the experimental group. The questionnaire consisted of three aspects of attitude, they are: affective, cognitive, and behavioral aspect. The aimed of this questionnaire was to find out how TPRS method affected the students' affective, cognitive, and behavioral aspect in learning speaking skill. The findings showed that, the experimental students agreed that they had positive attitude on affective and cognitive aspect towards the implementation of TPRS method. Meanwhile, the experimental students also agreed that they had strongly positive attitude on behavioral aspect towards the implementation of TPRS method. To conclude, the experimental students had a positive attitude to the implementation of TPRS method in their classroom.

5.3. The Limitations and Recommendations

There are at least three limitations of this study. They are researcher limitation, participant limitation, and time limitation. The researcher limitation refers to the design of the study that used a researcher as a teacher for conducting the treatment. Both experimental and control group were treated by the same teacher, in which acted as the researcher. It is likely to create bias in this study. However, it was solved with specific treatment in the control group to be compared with the experimental group. The treatment in the control group was compared with the characteristic of TPRS method. The experimental group was given language-based acquisition. Meanwhile, the control group was given language-based learning. The second, the researcher could not take all the members of each group because there were some students could not completely followed every meeting of TPRS program. Each group has the special need students that seemed unfair to generalize with other students. The last, getting the speaking pre-test and post-test was very time-consuming. It needed four days in conducting the speaking test both in pre-test and post-test.

Based on the limitations above, it is suggested for the further research to make clearer what method that will be used in control group in order to compare with the experimental group. Conduct the research in terms of TPRS method with special need students as the participants. Design a speaking assessment effectively in order to avoid time consuming in getting the data.