

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts, namely conclusions and suggestions. Conclusions are drawn as the interpretation toward the results of the research study while suggestions are written to be addressed to the English teachers and further researchers.

5.1. Conclusions

Two points are taken from this research study as the conclusions of the study. The first conclusion relates to the effectiveness of Total Physical Response (TPR) while another conclusion relates to the teaching of English speaking.

The effectiveness of Total Physical Response (TPR) is not affected by several factors such as the characteristics of students and the size of the classroom. TPR can be implemented to the various characteristics of students, whether to active learners or inactive learners, slow learners, and even fast learners. The research findings prove that the method can help the inactive students to be more active and help the active students to get improved.

Moreover, TPR is appropriate to be adopted for teaching in big and small size of classroom. Small classroom size makes the teacher easily control the

students and the sequences of teaching process. On the other hand, adopting TPR in a big classroom size makes the teaching learning process more attractive and enjoyable. Furthermore, the effectiveness of TPR can also be caused by suited implementation on the level of elementary students.

The research findings draw several methods or techniques that can be adopted in teaching English speaking besides using TPR. Using attractive media such as pictures, songs, and story as the instructional media can also be the alternative. Nonetheless, in administering speaking class, teacher should try to require the different needs of children. And the most essential, in teaching speaking, teacher should provide the students with a good model of pronunciation of the target language.

5.2. Suggestions

From the findings, some suggestions are addressed to the English teachers and the next researcher in the field of methodology.

In teaching speaking, to the English teachers are suggested to have correct pronunciation to be the good model for the students. If the teachers are not confident with their pronunciation, they can use recording or cassette to distribute their role as the model of pronunciation for the students. In implementing TPR, English teachers should also adapt the method with the level of students' age and the characteristics of students.

For the next researchers, the research study is suggested to be conducted in investigating the effectiveness of TPR in teaching other language skill of students. The next research study can also be conducted to find out the effectiveness other method or technique in teaching speaking.

