

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This last chapter presents the conclusion and recommendation drawn from the research findings and discussion in the previous chapter. This chapter is divided into two parts, the first is conclusion and the second is recommendation.

5.1 Conclusions

This study reported the result on the use of Total Physical Response songs in helping students improve their listening skill. The purposes of the study were to discover whether or not there is significant contribution of TPR songs in helping young learners improve their listening skill and to describe the students' responses towards the implementation of TPR songs in listening practice.

Since the study on TPR songs in particular is still rare, the writer compares the findings of this study to related studies on TPR and study on the use of songs. The findings of this study are in line with some studies conducted by Asher (since 1960s), Wiliyanti (2008), Ji Lingzhu and Dai Jiandong (2008), Maulana (2008), and Aprilia (2009). However, the research questions of the study can be answered.

The findings of the research suggest that TPR songs can be used in helping students improve their listening skill. These can be seen from the data obtained in this study. Data from observation for example, it reveals that the students can give physical response to the teacher instructions. The students were

able to accomplish the listening exercise well, such as in performing action related to the song.

In addition, data from listening test shows that there is an improvement on the students' listening test score. All students have shown many improvements on their listening test score. The students have different levels of achievement. The index gain shows 3 percent of the students are at low index gain, 60 percent of the students are at medium index gain, and 37 percent of the students are at high index gain. Moreover, the calculation of paired sample *t*-test shows $-t_{obt} < -t_{crit}$ and $t_{obt} > t_{crit}$ ($-15.001 < -2.045$ and $15.001 > 2.045$) and P value is lower than 0,05 ($0,000 < 0,05$). It indicates that there is a significant difference between the mean of pre-test and post-test.

Furthermore, data from questionnaire reveals that 93 percent of the students agree that learning through combining movements and actions has improved their listening skill. Data from interview also shows that students felt some improvement on their ability to listen and recognize English word. Those findings lead to the conclusion that there is an improvement on the students listening test score after the implementation of the teaching program. Therefore, Total Physical Response songs can help young learners improve their listening skill.

Based on the findings on observation, questionnaire, and interview, the result of the study also shows some positive responses to the use of Total Physical Response songs. The students felt that TPR songs gave them some benefits. The students are interested and enthusiastic to follow the teaching and learning process

because TPR songs bring happiness and motivate them to be engaged actively in the lesson. TPR songs also help them to memorize the lesson because they enjoy the song. In addition, the students give positive response towards the physical activities and songs. They said that they had fun with the song and its action. The songs also encouraged them to sing together. They also said that they liked easy, attractive, and interesting listening activities which had been done during the teaching program. Moreover, the students not only enjoyed the learning process but also were able to do the teacher's instruction well. Therefore, they felt that the use of Total Physical Response songs helped them become better listeners.

Despite the positive response mentioned above, there are also rather negative responses to the use of TPR songs. Some students faced difficulties relating to the songs, movement, material, and the use of English in communication. Thus, the role of teacher was very important to help them overcome those difficulties.

5.2 Recommendations

The recommendations given in this section consist of recommendation for education, which is presented as pedagogical implications, and recommendation for further research.

5.2.1 Pedagogical Implication

Having completed the study, the writer is aware that there are some pedagogical implications of this study. Since Total Physical Response songs can

help young learners improve their listening skill and bring a fun and motivating learning, TPR songs obtain positive feedback from young learners, therefore, the use of TPR songs in teaching listening skill to young learners especially in elementary school is recommended. It is also suggested that teachers who implement Total Physical Response Songs should be creative in: (1) planning the lesson, because a well-arranged lesson plan gives better guidance in implementing the teaching program, (2) selecting the songs and the movement to be used, so that they will be appropriate with the students' needs, interests, and the curriculum as well, (3) selecting and delivering the material, so that the students who have various capabilities can follow the lesson well, and (4) designing the activities, so that the students not only can enjoy the activity but also can maximize their learning process. Hopefully, the findings of the study may contribute to the wealth of teaching English to young learners.

5.2.2 Further Research

The writer notes that there are some limitations of this study. The first limitation is related to the time allocation for conducting the teaching program. As mentioned in the previous chapters, the time was very limited to implement the teaching program optimally. The writer realizes that there must be a lot of aspects which still need further investigation. The next limitation is about the role of the writer who also acted as the teacher who uses Total Physical Response songs in teaching listening skill. On the other words, the writer applied and evaluated her own teaching. Emilia (2005) describes, there might be a potential loss of

objectivity of the researcher in every stage. To cover this problem, the writer employed multiple sources of evidence in data collection that allowed for a triangulation of the information taken from different source.

Since the study reported in this paper has some shortcomings, some recommendations are suggested for the follow-up studies. They are proposed as follows:

1. It is recommended to add the length of time in conducting the teaching program, so that the study can explore and investigate more aspects relating to the use of Total Physical Response songs with young learners.
2. For further exploration, future researchers can extend the investigation on the use of Total Physical Response songs to improve students' speaking skill or comparing the use of TPR songs and TPR Storytelling in helping students to improve their listening skill. Other types of study such as experimental study can also be conducted for the next investigation.