

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

As having been discussed earlier, the objectives of the research were to investigate some aspects of the use of Total Physical Response in the instructional process toward English teaching of speaking skill to the beginners. Firstly, the research was aimed to observe whether Total Physical Response was effective or not to improve the sixth grade students' speaking skill in the SDN 2 Plumbon-Cirebon. Secondly, the research was intended to examine sixth grade students' attitudes of SDN 2 Plumbon-Cirebon toward the use of Total Physical Response in the instructional process.

According to the results of data analysis, the findings obtained from the test analysis showed that the use of Total Physical Response was effective to improve the sixth grade students' speaking skill in the SDN 2 Plumbon-Cirebon. Based on the statistical analysis showed that the value of t_{obt} was 2.8512, meanwhile the value of t_{crit} in the .05 level of significance was 2.064. The data indicated that t_{obt} was larger than t_{crit} so that the hypothesis (H_0) of the research declared that the use of Total Physical Response of this research in the instructional process does not result in the effective teaching to improve the sixth grade students' speaking skill in SDN 2 Plumbon could be rejected. Hence, Total Physical Response is assumed to be the appropriate method for teaching the oral competence to beginners. Specifically, based on the data analysis, it could be disclosed that Total Physical Response could bring great effects on students' speaking skill in terms of increasing students' vocabularies, improving students'

pronunciation, facilitating students' accuracy and fluency, enhancing students' participation, and leading to the long term retention of the taught materials in the students' memory.

The instructional process undertaken at a time was carried out through Total Physical Response intentionally designed to cover the employment of various techniques: *story tellings, singing songs (including dancing), games, and demonstrations*. According to the analysis of the instructional process of the research, the use of variously formulated techniques simultaneously engaged for an instruction of the research, namely story tellings, singing songs (including dancing), games, and demonstrations, showed to be effective to improve students' speaking skill.

In general, the implementations of those techniques were intentionally undergone to facilitate students' language acquisition. The results proved that the successful language learning of the target language could be achieved by the students. Therefore, the instructional process committed by using a set of intentionally devised techniques at a time, namely story tellings, singing songs (including dancing), games, and demonstrations indicated to be able to create an effective teaching of oral competence to the beginners. Basically, it is because those techniques were intentionally formulated to cover the in-depth consideration of young learners' characteristics and needs to move from language-based focused on accuracy to message-based emphasized on fluency, meaning, and interaction.

Whereas, according to data analysis of the questionnaires observing students' attitudes toward the use of Total Physical Response, it indicated that all the students (100%) claimed that they liked the instructional process carried out by using Total Physical Response, and they considered all the activities (instructional techniques) they had in class were very fun and interesting. As a result, they could enjoy learning throughout the instructional process. This condition is believed as the leading factor underlying their successful language learning, which

in turn caused the improvements of their speaking skill. Further, the students also confessed that their achievement and motivation to learn English increased after following the instructions of this research applying Total Physical Response. To sum up, Total Physical Response employed in this research can be assumed to be able to increase students' learning achievement and motivation to learn English.

5.2 SUGGESTIONS

In accordance with the positive results gained from the research professed that the implementation of Total Physical Response in this research could provide great impacts for improvements of students' speaking skill, the employments of Total Physical Response of this research with the creatively formulated techniques (story tellings, singing songs (including dancing), games, and demonstrations) are highly recommended to be applied for language teaching of speaking skill. Since various activities/techniques are extremely required while teaching oral competence to the beginners to keep their interest high during the whole process of instruction, the uses of those various techniques of the research are recommended to be implemented for an instructional process that will be carried out.

However, there is one thing that should be taken into consideration, namely the importance of teacher's planning and preparation. Without well fastidious planning and preparation, there could be troubles occurred while carrying out the process of instruction. Before carrying out the instruction of speaking skill to the beginners through Total Physical Response, an English teacher should devise a well planning of teaching program, in terms of how students learn, how to organize the students, what suitable and interesting materials to teach, what appropriate techniques employed to keep their interest high and to properly facilitate the

acquisition of language, and what media used to highly support students' language acquisition. The most significant to remember when teaching oral competence is emphasizing the focus of instruction not on teaching the second language code, but rather on building the communicative competence through a message-based instruction focused on meaning, interaction, and fluency.

The more crucial factor to be considered when teaching speaking skill to the beginners is having the capability of creating an exciting, fun, joyful, and interesting process of instruction with keeping in a stress-free approach for their beginners. Hence, by considering a number of factors stated above a set of intentionally devised techniques covered in Total Physical Response of this research are greatly suggested to apply in the English speaking instruction for effectively facilitating students' second language learning.

Another significant factor should become a consideration, when deciding to teach English speaking skill through Total Physical Response, is that an English teacher should assure themselves that he/she has proficient and competent speaking ability because using English as the target language for the whole instruction is a necessity so as to provide the opportunities for acquisition. The employment of Total Physical Response means the availability of an English teacher to be the primary language model for their students.

For further research, it is highly recommended to discover and exposure any other techniques that can be used to be more easily and effectively facilitating students' language learning, besides a set of various techniques having been tested in this research.