

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

This study aimed to improve the participation and speaking skill abilities of fifth-grade students through the implementation of Total Physical Response (TPR) activities. The research, conducted over two cycles, with materials focusing on “Body Part” and “Month and Date”, respectively. The result data from observation sheet shown significant improvements in students’ participation. The average scores increase from 55.16% to 58% in cycle I and increasing from 60.74% to 64.6% in Cycle II. These results indicate the successes of TPR activities in developing students’ participation.

Additionally, result data from student speaking skill revealed pre-test and post-tests demonstrated significant improvements in students’ speaking skill. The average scores increase from 60 in the Cycle 1 pre-test to 61 in the post-test and from 57 in the Cycle 2 pre-test to 67.5 in the post-test. These results already achieved the target and it indicate that TPR succeeded developing students’ speaking skill.

Overall, the implementation of Total Physical Response (TPR) activities successfully improved students’ participation and speaking skills in English learning. The use of physical movements and interactive classroom activities created a more enjoyable learning environment, encouraged students to participate actively, and helped them develop confidence in speaking English. Therefore, TPR can be considered an effective teaching method for improving students’ participation and speaking skills among fifth-grade students.

5.2 Suggestions

Based on the conclusions drawn from this study, several suggestions can be made to optimize the implementation of Total Physical Response (TPR) activities. These recommendations aim to guide teachers, students, and future researchers in improving language learning outcomes through more effective and engaging instructional practices.

5.2.1 For Teachers

5.2.1.1 Incorporate Total Physical Response (TPR) activities into English learning to create a more interactive and enjoyable classroom atmosphere that encourages students to participate actively in learning activities.

5.2.1.2 Use various teaching media, instructions, and classroom activities to maintain students' interest and motivation during the teaching and learning process, especially in developing speaking skills.

5.2.1.3 Provide students with more opportunities to practice speaking through enjoyable and movement-based activities to improve their confidence and participation in class.

5.2.2 For Students

5.2.2.1 Actively participate in classroom activities and respond enthusiastically to instructions during TPR implementation to improve speaking ability and classroom participation.

5.2.2.2 Provide greater attention and focus during the learning process in order to understand the material and instructions given by the teacher effectively.

5.2.2.3 Practice speaking English regularly both inside and outside the classroom to improve fluency, confidence, and language skills.

5.2.3 For Other Researchers

- 5.2.3.1 Conduct further studies to explore the effects of TPR on different language skills and different levels of education.
- 5.2.3.2 Investigate the use of TPR in combination with other teaching methods to determine more effective strategies in English language learning.
- 5.2.3.3 Expand the scope of future research by involving larger samples and different research settings to obtain more comprehensive findings.

