CHAPTER 5

CONCLUSION, IMPLICATION, LIMITATION AND

RECOMMENDATION

This chapter presents the summary of the findings, implication, limitation and recommendation. The writer adds some I love you concerning the teaching process aided by puppets.

5.1. Conclusion

As stated in the beginning of this research, puppets are brought in English class to find out how they could help the students learn speaking in English. In relation to this research, there are two main problems in this research. This research is to find the kinds of class interaction and the strengths & weaknesses during the teaching learning process in English class aided by puppets.

Yet, from the results of the research, the writer found that some progress were made in terms of the kinds of class interaction. The kinds of class interactions were; 1.Teacher Initiates- Students Respond; 2.Teacher evaluates students' responses; 3.Teacher's positive non-verbal clues; 4.Students' positive non-verbal clues; 5.Teacher's negative non-verbal clues; and 6.Students' negative non-verbal clues. Before the class was aided by puppet, the students were used to sitting and writing only.

They asked question only about how to write it and so on, not about the lesson. However, after puppet was aided as a teaching media, the students could make response towards the teacher's questions and give feedback non-verbally, which all of those indicated the existence of interactions in the classroom. These showed that they expressed their feelings and thoughts better. Then, teacher could just be more courageous in motivating the students to become more interactive with the teacher.

Nevertheless, there were some areas where the results of this research were not as successful as hoped. For instance, first, the students were supposed to speak English but it was found that they read English during the presentation. Next, they were expected to ask questions. On the other hand, there were also some benefits in making use of puppets in English class. First of all, students can have a new experience in learning English. Second, puppet can be another model beside their teacher. Finally, based on the observation, students could practice orally better during the puppet-aided class.

Teaching English to young learners is not easy but there is always a way of helping the students learn the language easily. Children have varied characters, their mood tends to change every minute, and that they find it interesting to do new things. Thus, giving them a new experience in order to motivate them in learning English had become a great idea for the writer.

A teacher with a puppet in one hand and a chalk in another may be something unusual in an English class but puppet in English class is quite worth trying to make English teaching better. It is probably year of 2008 where 'hi-tech' is public's daily consumption, but somehow conventional media might be applied in English teaching in a fun and pleasant atmosphere. The consideration of children's excitement on doing new experience brings puppets as alternative media for teaching speaking.

However, the writer's observation showed that puppet could bring new experiences to them and created a fun yet serious learning. Moreover, students were not ashamed of speaking in English in terms of applying what they had learned that day. The writer's major aim was about the students absorb the lesson being taught but they were not burdened by it at the same time. Then, children need not to embarrass of speaking English anymore.

5.2. Implication

From the findings of the research, it is found that class interaction can be conditioned through puppet with an optimum teaching design. It implies that an optimum teaching design administered with puppet as a media can give rooms for the students to interact specifically in making initiations and evaluations. Intrinsically, puppet as a media could help

facilitate interaction. But however, teacher must be able to make an optimum teaching design.

Based on the findings, it implies that teacher should be able to create a teaching design as such that can promote optimum interaction in speaking class. By doing so, the students' speaking ability can be fostered. Thus, it is assumed that teaching design is central to the effectiveness of interaction rather than the puppet as a teaching media per se.

5.3. Limitation

The results of this research show that Students Initiate Teacher's Response and Students Evaluate Teacher's Response do not occur and the analysis of the research shows that this happens as the effect of the teaching design. To be truthful, the teaching design of puppet-aided teaching was made by the writer. Hence, in order to have the students' initiate and evaluate teacher's response, it is hoped that the next research will optimize the teaching design so that there is students' initiation and evaluation during the teaching learning process. So, it is not puppet which cannot intrinsically make students initiate and evaluate the teacher but the teaching design. Beside that, it was shown from the results that it turned out that the teaching used only 50% English. It was because of students were lacked of capability in speaking English It was expected

that English was explored more profoundly during the puppet-aided teaching.

5.4. Recommendations

Reflecting on the results of this research, the writer would like to give some recommendations to the English teachers and further research. The suggestions can be considered as inputs for teachers and also the next research

.5.1.1. Recommendation for Teachers

Teachers are recommended to make use of puppets in teaching English as foreign language, especially teaching speaking. As puppets are closely related to children's world, presenting puppets as the media for teaching speaking to young learners could be an alternative way of teaching so that teachers improve their teaching method more innovatively.

There are several things that need to be given attention in making use of puppets during teaching performance. The first thing is that even supposing puppet is the media, teachers must not necessarily be a ventriloquist. Because it is not about how to pretend perfectly the puppet talks itself but it is about placing it as a friend as well as a teacher for the students.

The second is about the puppet character. In chapter 2, it is stated that puppet must be at least a famous character and physically colorful. It

is better if the puppet used is an up-dated character because it will attract more attention from the students. However, it is not primary because a great puppeteer will make an infamous puppet character becomes a popular one.

.5.1.2. Recommendation for Further Research

It is more thoughtful to optimize the teaching design for the puppet-aided teaching. It is for the sake of the optimum improvement interaction in English classroom. So, it is hoped that he next research will consider designing a teaching that can provide rooms for any single interaction initiated by the students.

The methodology presented in this research is non-experimental descriptive qualitative in which the research is without a direct control from the researcher. The writer expects that future studies in this area are focused on an action research in which the observer together with the teacher interact and develop a plan to bring about the desired change, act on the plan, and then observe the effects of the plan in the classroom.

Since this study focuses on fourth grade students, the writer suggests the next research can be administered in higher grades of elementary school. It is aimed to find out whether the application of puppets as alternative media in teaching speaking can also improve the interaction between the teacher and fifth or sixth grade students.

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