

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of data analysis, the writer came to several conclusions such as:

The first conclusion of research findings, the writer found the data through teacher observation, observation of the class and rubric of retelling story. After doing all of those instruments above, the writer made some notes during and after the study.

The first, the writer concluded the implementation of Teaching Proficiency through Reading and Storytelling (TPRS) method was done in two cycles. Teacher taught English using story by followed the three steps of TPRS, they are establish meaning, tell a class story by asking question and read literacy of the story.

The second, the writer concluded by used Teaching proficiency through Reading and Storytelling in the learning process, the student had actively answer teacher's question and being actor enthusiastically. It improved students' ability in retelling story. it was proved by checked the result of students' rubric of retelling story, from the first cycle to the second cycle

The third, the writer concluded the improvement of students' achievement in retelling story after being taught by using TPRS method can be seen from the average score of students in the first and second cycle. The average of students score was 2 in the first cycle and 4 in the second cycle. The students made a great improvement on vocabulary, pronunciation and story sequence to reach the highest score.

The implementation of TPRS in Young Learners classroom for study English was able to improved students skills in retelling story. Before this method was applied to students, the writer conducted the pre-observation

where the teacher only read storybook for the student to learn life skill from the story. The students only listened to the story without being involved. After the teacher implemented the TPRS method for storytelling and study English, students started becoming more interested in the learning process. It was because the students were also involved in the TPRS learning process such as: students become the actor of the story, read new vocabulary that teacher wrote on the whiteboard and answer teacher's question based on the story.

5.2 Suggestions

Based on the conclusion above, the writer would like to offer some suggestions among others:

5.2.1 For the Teacher

The method of TPRS is appropriate to be used for teacher in story telling time. The teacher should use gesture during story telling time to make the students visualize the meaning of the word. Teacher has to be more cheerful during story telling time. So, both student and teacher make a good communication in through the story. Teacher also will identify the students' progress in retelling the story with English as foreign language and measure their English.

5.2.1 For the Students

The result of the study using TPRS method improves students' skill in retelling story. This research will give motivation for the students in retelling story as a good English speaker. It will be carried students to develop their speaking skill.

5.2.2 For Other Researcher

The result of the study is expected to be able to encourage other researchers to conduct research dealing with TPRS and young learners. They can also choose the simple story that easy to understand by young learners students. Chose the interested topic to makes your students interested in the story.