

CHAPTER V

CONCLUSION

This chapter consists of two parts. The first is the summary of this thesis while the second deals with the suggestions of the writer concerning the teaching of speaking to children through puppetry drill.

5.1. Summary

To develop children's English speaking ability teachers can use some drills, such as dialogue drill, picture drill etc. Of course drills play an important role in learning a target language. However, drills can be boring if it is used for too long, and they are based on the same element of practice (repetition). Children can feel bored and they are not encouraged to use the language anymore if the teacher presents unvaried techniques in drilling. In other words, they have no motivation to practice their speaking skill and feel bored facing a monotonous situation. The variation of drill techniques is needed to avoid drills to be boring.

As a matter of fact, the teacher should be creative to drill her students (children) in a speaking subject. A creative teacher is not satisfied with teaching the same content, the same way all the time. There are always new methods to try, new challenges to meet. In addition,

in drilling the teacher needs a special liveliness of manner and voice. He should also encourage humour to keep the children's interest. Thus, in this paper, the writer suggests a technique through puppetry drill. Here, using puppetry drill in teaching speaking English the teacher uses a puppet show as an audio-visual aid to drill the students. There is never a shortage of material in using the puppetry drill so that it can avoid puppetry drill to be boring.

In the previous chapters, it has been stated that the puppetry drill have some characteristics, roles and uses which support one another in contributing their advantages to language speaking learning, especially spoken language. Through puppetry drill a relaxed, informal, enjoyable atmosphere, which is necessary for the teaching learning process in the classroom, can be created. While puppetry drill is held, the students' motivation arises, participation occur and the class becomes more active. Moreover, as the students (children) are involved while the puppetry drill is given, without their consciousness they will use the target language. Thus, puppetry drill may help the students as well as the language teachers gain their objective in learning and teaching.

5.2 Suggestions

At the end of this study, the writer would like to

give her suggestions to English teaching in a course or a conversation club . The writer hopes that the following suggestions will be useful.

To make the teachers' teaching more lively and worthwhile, teaching speaking through puppetry drill is one of their efforts. Therefore, they should be selective in choosing the dialogues (materials) of puppetry drill so that the students can be enjoy the puppetry drill while at the same time they are learning. Besides being selective, the teachers should also care about when to use and how to play the puppets to drill the students in speaking subje^t so it can be used optimally in obtaining the goals of language teaching learning.

In this study, the writer only drills the students by using the communicative type. It does not mean that this strategy can only be used with that particular type. All of the drilling types, such as mechanical drills, meaningful drills and communicative drills, can be trained with this strategy. In this part, the writer gives suggestions to the teacher about using this strategy in communicative drills because nowadays communicative approach is used by many teachers because this approach trains the students to communicate.

Therefore, the writer suggest that English teachers should give the students as many opportunities as possible to train their oral ability. In this way, the stu-

dents are expected to get the habit to communicate in English.

Finally, the writer realizes that this study is still theoretical . It has not been find out in practice. Thus, she hopes that further research can be held to implement the puppetry drill, which is suggested here, in the real classroom.

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