

## **CHAPTER V**

### **CONCLUSION**

This chapter presents two topics, they are summary and conclusion, and suggestions.

#### **5.1 Summary and Conclusion**

Vocabulary is the center of language teaching and learning. Without an adequate vocabulary, a student will have difficulty in achieving the above language competence. In order to listen, speak, read and write, people need sufficient vocabulary. Unfortunately, many English teachers at school think that vocabulary does not need to be taught exclusively since it is included in the reading section. Additionally, the teacher also does not use various techniques to teach vocabulary. Some of them still use translation and memorization as the teaching technique so that many students get difficulty in

improving their language skills because of their limited vocabulary.

The writer then did a research on teaching vocabulary based on the condition described above. She wanted to know the effectiveness of Total Physical Response story in teaching vocabulary to junior high students. In this study, she took the students of grade seven of a private school in Surabaya in the academic year of 2017 – 2018 as the sample. She conducted a quasi-experimental study and there were two groups in this research, experimental and control group. She taught vocabulary using TPR story to experimental group and translation to control group.

After analyzing the pretest and posttest, it was found that there were differences between the students who were taught by TPR story and the students who were taught by translation. The result showed that the students

who were taught by TPR story obtained higher vocabulary test score than the students who were taught by translation. As explained in the findings, the writer concluded that teaching vocabulary using TPR story is more effective to improve students' vocabulary achievement since it provides relaxed and fun situation. In the learning process, TPR story used stories and body movements, so the students were interested to follow the class activities. It stimulated students' participation and increased their motivation by eliminating memorization. At the end of the treatment, they had acquired the vocabulary target without realizing it.

## **5.2 Suggestions**

Looking at the result of this study, the writer would like to give suggestions of several things that may give advantageous contributions to the English teachers and for the future research.

### **5.2.1 Suggestions to English teachers**

After conducting the experiment of teaching vocabulary by using TPR-story, it could be apparently seen that this technique made the students enjoyed acquiring vocabulary. During the treatment, they were very active, enthusiastic, happy and enjoyed the learning process because the new vocabularies were introduced by using story, gestures, and actions. The circumstance of learning got interesting and fun as well since the students were not required to memorize all words. It was found that TPR-story was a new technique for the students and they never got this implemented in their classroom previously.

In teaching vocabulary, the teacher also enjoyed using TPR story. The process had changed the class circumstances more lively. The students experienced the vocabularies in the story by themselves. The teacher also

could support them by taking a part as their partner in playing the roles in the story. Undoubtedly, it influenced the relationship between students and teacher. In TPR story, the students also needed to work with their partner to encourage them to be more active in learning the new vocabulary.

Regarding to the result of the study, the writer was eager to suggest that English teachers should use Total Physical Response story as one of fun alternative techniques to teach vocabulary to their students. It is because this technique gives more opportunities to experience the target language by themselves and also improves the relationship between the teacher and the students. Even for the students who are in a lower level of academic achievement, they will feel confident to speak up and get closer to their friends and teacher. This technique gets both teacher and students participate

together actively. Moreover, the writer expects that teachers will be more creative in teaching vocabulary to their students. They can choose some types of story according to their students' age, which seemingly can attract the students' attention and interest. By developing TPR story, moreover, into more interesting and fun activities or combining it with other teaching technique, the students will be able to easily enrich their vocabulary. Providing pictures as supporting media is one of teacher's creativity to stimulate students' interest. It is a nice and attractive way to avoid boredom among the students by just looking at the words all the time. For doing this, the teacher will surely need more time to prepare and apply to the students regularly in order to get maximum result.

### **5.2.2 Suggestions for the future research**

The treatment of TPR-story was conducted in five meetings, in which eighty minutes for each. The writer realized that the time allocation did not really support her to get the students reached a maximum result of vocabulary acquirement. Because of the limited time provided by the school, the writer could not extend the number of meetings more. For the future research, it will be more effective if the teacher can do a good time management by selecting and adjusting the length of the story used to fit the provided time.

Furthermore, in improving students' vocabulary achievement maximally, the writer hopes that the students has initiative to review the vocabulary they have learned over and over again as well as apply it in their daily life. Without reviewing and applying it both in speaking and writing in their daily activities, they perhaps

will easily forget it. Having extra hours for tutoring is another alternative path to improve more.



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