CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion part contains the summary of the main points that have been discussed in the previous chapters. And the other part contains the suggestions for the teaching of English and recommendation for further research.

5.1 Conclusion

Nowadays vocabulary becomes an important thing in learning English as a foreign language. We should realize that most textbooks which contain modern technology and knowledge are written in English. Besides, vocabulary is important to make up words in order to make communication work out. Therefore teachers should introduce vocabulary to young learners as soon as possible. Teaching vocabulary to young learners is not easy because young learners usually get bored easily.

The method of Total Physical Response (TPR) can be used in teaching vocabulary. This method was introduced by James J. Asher (1988) as a solution to the difficulties in acquiring a second language. Asher tested this method to his students. The results were that the TPR method proved to work well with nearly all children whose native language was not English. The TPR method demands the teacher and students to act out the vocabulary. The most suitable vocabulary to be taught using this method is the action words. It is a stress-free method because it brings a lot of fun into the classroom and the students are not asked to speak

until they are ready. It is in line with one of the children's nature because it makes the students active.

Many teachers mostly use word list in teaching vocabulary. Word list is the most popular method used by teachers. They are some reasons why teachers like to use word list. First, Word list is helpful because it can help the students easily understand the meaning of the words. Besides, word list is also easy to prepare because it does not need any media. Many teachers find difficulties in preparing the media to support the teaching learning process. So, in short, it can be said that word list is very practical so that most teachers like it. However, using this method too much is not recommended because it can make the students get bored easily.

Therefore, in this study the writer wants to find out whether the Total Physical Response method is really more effective in motivating the students to learn the vocabulary so that at last the students can have better vocabulary achievement.

The population of this study is all of the third grade students of SD YPPI I Surabaya, belonging to the school year of 2007-2008. The sample of this study is taken from three classes. Class III-A was randomly decided to be the experimental group, III-C was the control group, and class III-B was the pilot group. There were three times of meetings (treatments) with the students in each class and after the treatments, the writer conducted a post test.

The result of this study shows that there is a significant difference between the experimental and the control group. The vocabulary achievement of the

students who were taught by using Total Physical Response method is higher than the ones who were taught by using word list.

5.2 Suggestions

Based on the results of this study, the writer would like to give some suggestions on which the writer wishes will be an advantageous contribution for the English teachers and for further studies.

5.2.1 Suggestions for English Teachers

There are some suggestions that the writer would like to give to the English teachers, especially those who teach vocabulary by using Total Physical Response method to elementary school students.

1. The teacher should be able to choose the materials carefully when conducting the Total Physical Response method. As the students are young learners, the teacher should keep in mind that they still love to play and need to be active. So, the teacher should choose a material that is familiar to them, interesting and easily understood.

2. The teacher should be able to control the class when conducting the Total Physical Response method; otherwise, there would be chaos in class because the students would be very noisy. Thus, the teacher should not lose control on the students.

3. The teacher should be able to encourage the students if they feel ashamed to imitate the action. It is better if the teacher repeats the action and makes the students more relax to imitate the action.

4. To check the student's understanding of the materials, the teacher may give vocabulary exercises to the students in the written form or the teacher

asks the students to perform the action individually in front of the classroom.

5.2.2 Recommendations for Further Research

The writer realizes that this study is still far from being perfect. However, she hopes that this study can be used as a reference for other researchers or readers who will carry out a more thorough study in improving students' vocabulary achievement through Total Physical Response method. The writer would like to suggest other researchers to do a further study on this topic as follows in order to get more complete and valid results:

1. Choose a school whose students are from the lower society group. The students of higher society group may join English course outside the school, so they may have known the meaning of words before they are taught at school.

2. The writer recommends that the treatment should be given more than three meetings so that the students have enough time to adjust their learning.

3. It would be better if the other researchers take wider samples, like junior and senior high school.

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