

CHAPTER V

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There are two topics presented in this chapter. They are summary and conclusion, and suggestions.

5.1. Summary and Conclusion

As stated in chapter 1, vocabulary was the heart of language teaching and learning (Carter & Mc. Carthy, 1991). It was one of the important aspects in language development. In order to be able to listen, speak, read and write, people need to have sufficient vocabulary. Unfortunately, the real English teaching and learning practice at school does not pay much attention to this. Many of them think that vocabulary does not need to be taught exclusively because it has been included in the reading section. In addition to this, teachers at school also generally do not use various techniques to teach vocabulary. Some of them still use translation and memorization as the teaching technique so that many students get difficulties to improve their language skill because of their limited vocabulary.

Looking at this condition, the writer did a research on teaching vocabulary. In her research, she wanted to know the effectiveness of Total Physical Response-Story Telling (TPR-S) to teach vocabulary to the Elementary students. In this study, she took the students of grade four of “MIMI” Elementary School as her samples. She conducted a quasi-experimental study. There were two groups in this research, experimental and control group. She taught by using TPR-S to the experimental group and translation to the control group. After analyzing the pre-test and post-test, the writer found out that there were differences between the students who were taught by using TPR-S and those who were taught by using translation. The results showed that the students who were taught by using TPR-S obtained higher vocabulary achievement than those who were taught by using translation. Thus, from the findings the writer could say that teaching vocabulary by using Total Physical Response-Story Telling is effective enough to improve the students’ vocabulary achievement. It is because TPR-S provides more relaxed situation and fun. It uses stories and body movements so

that it is more interesting. Therefore, it invites more participation from the students. Besides that, since it eliminates the need for memorization, it increases their motivation so that without realizing it they have acquired the vocabulary.

5.2. Suggestions

Based on the results of this study, the writer would like to give suggestions which will give advantageous contributions to the English teachers and students as well as other researchers.

5.2.1. Suggestions to English teachers

The findings of this study showed that students who were taught by using TPR-S obtained higher vocabulary achievement than those who were taught by using translation. Therefore, the writer is very eager to suggest that English teacher should use TPR-S to teach vocabulary to their students. It is because by using this technique, they will give their students more opportunities to experience the target language by themselves. Moreover, this technique also improves the relationship between the teacher and the students. They will feel closer since this technique lets both teacher and students participate actively. In addition, the writer also expects that teachers will be more creative in teaching vocabulary to their students. They can also develop TPR-S into more interesting and fun activities or combine it with the other teaching technique so that their students will be able to enrich their vocabulary more easily.

5.2.2. Suggestions to the students of “MIMI” elementary school

According to the situation and condition during the treatment, the writer knew that the students were very excited in learning English vocabulary by using TPR-S. However, to improve their vocabulary achievement maximally, she hopes that they will review the vocabulary they have learned over and over again as well as apply it in their life. It is because without reviewing and using it in both speaking and writing, they will forget it easily.

5.2.3. Other researchers

Realizing that there were some weaknesses in this study due to some limitations that included the time to conduct the study, the population and the sample to use in this study, and the materials that were taught during the treatments, the result of this study was not perfect. Thus, the writer really expects that there will be similar study conducted in a longer period and with wider population and bigger samples in order to obtain more generalizable results. Finally, the other researchers who want to do a similar study can also do deeper research by investigating the receptive and productive vocabulary that can be achieved by the students after being taught by using TPR-S.

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