

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 suggestion for the teaching of English and recommendation for further research.

5.1 Conclusion

Vocabulary is essential in children language learning; so, English teachers have to find out the effective and enjoyable ways to help young learners absorb vocabulary. In this study, the use of TPR and word list in teaching vocabulary to children becomes the writer's concern. TPR creates fun and lively atmosphere to attract students' interest in learning English. While, word lists help students understand the meaning of unfamiliar words.

The purpose of this study is to know whether students who are taught using TPR have a better vocabulary achievement than those taught using word list. The population of this research was the students of St. Clara Elementary School Surabaya. And, the samples were three classes of the second grade in this school of the academic year of 2011/2012.

Firstly, the experimental and control groups did the pretest. Next, both groups got the same material; the treatments were different, however. After three times treatments had been completed, a posttest was administered to the two groups. Based on the statistical calculation, the result obtained from the posttest indicated that there is no significant difference between the vocabulary achievement of students taught using TPR and those taught using word list. The vocabulary

achievement of the students who were taught by using Total Physical Response method is giving the same result with 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 which the writer hopes will be a beneficial 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 techniques carefully when conducting the teaching materials. For example, the teacher can decide what kind of material which is more appropriate with TPR and the material which is more appropriate with word list.
2. The teacher should vary the teaching techniques. Thus, the lessons are not boring or monotonous. For example, the teacher may combine word list with other media, such as pictures, cards, etc.
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 several times and makes the students more confident to do the action by themselves.
4. The teacher has to put a letterhead on the problem sheet. So, the students can do the test seriously.

Finally, the writer hopes that this study will give some information to English teachers about vocabulary teaching techniques.

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 and word list. In order to get more complete and valid results, the writer would like to suggest the following points to other researchers who want to do a further study on this topic:

1. The writer recommends that the research should not only measure the vocabulary score, but also the retention of the students.
2. Choose a school whose students are from the lower society group. The students of higher society group may join English courses outside the school, so they may have known the meaning of the words before they are taught at school.
3. The writer recommends that the treatment should be given more than three meetings so that the students have enough time to adjust to the technique.
4. It would be better if the researchers take wider samples, like other grades and junior high school level.

In the end, the writer hopes that all of what she has done in this study will give worthy contribution not only for the writer and teachers, but also for the students.

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