

CHAPTER V

CONCLUSION

This chapter consists of two parts. The first part deals with the summary of the thesis. This part summarizes the main points that have been discussed in the previous chapters. The end part deals with some suggestions for teachers and further research.

5.1 Summary

The discussion in the previous chapter stated that English has developed and become an international language which is used and taught in most countries all over the world. English is used almost in every part of the world and it has been more intense than before because of the globalization era. Almost everyone from young children to adults are trying to learn and master this language to survive in the future. Because of this reason, there are more English courses that prefer to teach children to adults. Therefore, more English teachers are needed to teach English. Vocabulary is one of the important elements of a language to be taught. A teacher should pay attention to the teaching of vocabulary from the very beginning. Once the students have mastered the vocabulary they can continue to learn the other basic skills of English easily.

Teaching vocabulary to children is different from adults. There are still many more English teachers in Indonesia who use the traditional method in teaching vocabulary. There are two reasons explaining why many of English teachers still

use the traditional method. First, this method can make the students understand the meaning of the words directly. Secondly, this method is easy to be prepared and it does not need any media. This method will work if the students are given a quite long time to memorize the vocabulary. However, this method can raise the boredom of the students in learning English. Considering Harmer's (1991) statement that children is learning by doing, it is recommended for the teacher to involve the students actively in learning which can lead them into understanding.

The Total Physical Response method (TPR) is one of the methods to teach vocabulary which can make the students active in learning. The TPR method was introduced by James Asher (1988) as a solution to overcome the difficulties in acquiring a second language. Asher found and tested the TPR method to his students. The result proved that the TPR method worked well with nearly all children whose native language was not English. The TPR method stresses the teacher and students to act out the vocabulary. The most suitable vocabulary to be taught using the TPR method is the action verbs. This method brings a lot of fun into the classroom and the students are not forced to speak until they are ready. It is well-matched to the children's characteristics because this method makes the students active in the learning process. If the students enjoy the teaching-learning process, they will learn the language automatically.

This study was conducted to find out whether there is a significant difference between the vocabulary achievement of the students who are taught using the Total Physical Response method and those who are taught using the traditional method. It was only conducted to the fourth grade students of SDK Santo Yosef

Surabaya during the 2006-2007 school years. The sample students were class IV-A and IV-B. The data shows that there is a significant difference between the vocabulary achievement of the students who are taught using the Total Physical Response method and those who are taught using the traditional method.

The data also shows that the students who are taught using the TPR method have a higher achievement than those who are taught using the traditional method. The result of the study is consistent with the result of the previous studies about TPR. There are several studies related to the TPR method and the traditional method. One of them is Silvi Ganiadi with her thesis entitled “The effect of using the Total Physical Response method and Translation method in vocabulary achievement of the third grade students of elementary school”. She found out that the students who are taught using TPR method have a higher achievement from those who are taught using Translation method.

The result of this study is expected to show the benefits of the TPR method so that the teachers can use and take the benefit of it.

5.2 Suggestions

Based on the results of the study, the writer would like to give some suggestions which can give contribution to English teachers and further studies.

5.2.1 Suggestion for language teachers

There are some suggestions that the writer would like to give to the English teachers, especially in teaching vocabulary to children.

1. Since the TPR method is good to improve the students' vocabulary achievement, the writer offers teachers to use the TPR method in teaching vocabulary.
2. When using the TPR method, the teacher should do the following procedures:
 - The teacher should be able to control the class when conducting the TPR method because the students would be very noisy. If the teacher is losing control of the students, the class would be in chaos.
 - The teacher should be able to encourage the students when they feel ashamed to act out the action verbs. It is necessary to allow the students to perform the action in a small group before they are brave enough to perform it alone.
 - After the activity is done, the teacher should give some vocabulary exercises to the students in the written form or simply just ask the students to perform the words individually to check their understanding of the materials.
 - It would be better if the TPR class is held in wide and isolated places such as auditorium or halls so that the TPR class would not disturb other classes in the teaching-learning process.
 - TPR is not only body movement. The teacher can vary this method by using TPR with picture, object, or story telling.

5.2.2 Suggestion for further research

This thesis is expected to give some new perceptions to the English teachers in teaching vocabulary to children. However, the writer realizes that this thesis is still not perfect. There are many things that should be improved. Therefore, this study is still open to other researchers.

In order to get more complete and valid results, the writer would like to suggest other researchers to do a further study as follows:

1. The treatments should be done as long as the common time of the subject or in a longer time.
2. In order to get more reliable data, it would be better if the treatment is done by someone else or the teacher herself and not the writer.

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