

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

Finally, in this last chapter, the writer deals with 2 main parts. The first part presents a brief conclusion of the whole research and data analysis that have been explained in the previous chapters, while the second parts discusses the suggestions for the teachers and further research

#### 5.1 Conclusion

Recently in Indonesia, English is introduced from the very beginning level of education that is kindergarten to the highest level education, university. Generally, learning English is focused on learning the vocabulary and the grammatical patterns. Learning the grammatical pattern is known to be more difficult than learning the vocabulary.

Prepositions as a part of grammatical patterns, is the main point discussed in this study. The writer focused on prepositions of location which are usually taught by translating the prepositions into students' mother tongue so that they know the meaning. By then, it was found that knowing the meaning does not really make the students clearly understand about the use of the prepositions to explain the location of certain things. Sometimes, they get difficulty to decide the appropriate prepositions to describe a certain location. Besides that, learning something by getting the translation and memorizing it is a boring activity for the

students of elementary school who are interested in having fun and attractive activity in their learning time.

Having another possible method to teach prepositions that is not monotonous may become something useful for the English teachers of elementary school. TPR (Total Physical Response) is a method proposed by the writer to be used to teach prepositions of location. This method is assigning students to learn something new by observing, listening and speaking and doing the actions directly. Getting involved into this method of teaching may arouse students' clear understanding of some prepositions of location.

To prove it, the writer made a research to the 3<sup>rd</sup> grade students of SDK Vincentius Surabaya. Two out of three classes of the 3<sup>rd</sup> grade were given 2 different treatments that one was taught by using TPR with real objects while the other was taught by using the translation of word lists. Both of the groups got three times of treatments with the same material but the writer used different ways of teaching. Before the treatment was given, a pre-test was administered to both of the groups to know their prepositions mastery. As the treatments finished, both of the groups got a post-test in order to know whether their prepositions mastery was getting better or not. The calculation of the gain scores by comparing the scores between the pre-test and the post-test showed the group that made better performance.

The results of the statistical calculation showed that there was significant difference of the means of the gain scores result between the experimental group and the control group. The experimental group's mean of the gain scores (4,17)

was higher than the control group's mean of the gain scores (2,46) (see Appendix A, table 6). As the experimental group showed better performance, the writer concluded that the use of TPR in teaching prepositions of location showed positive result. Here, TPR improves students' interest and understanding by experiencing the real actions of observing the position of the objects and putting a certain object in a certain location. These actions will make them really get the idea of the prepositions of location taught by the teacher.

## 5.2 Suggestions

For this part, the writer would like to give some suggestions which are hopefully useful especially for teachers in Elementary School and for those who are going to do further research with the same topic.

### 5.2.1 Suggestions for the teachers

In introducing prepositions of location to their students,

1. Teachers should be able to prepare the materials which are appropriate to the students' level.
2. Teachers should be able to choose the real objects that can be easily carried and are light enough for the students.
3. Teachers with a large number of students in each class should be able to control the class in order to get their attention while the teacher is demonstrating the position of the objects.

4. Teachers should be able to provide a classroom which is suitable with the number of students since the use of TPR will involve students to do some actions in the learning activities.

#### 5.2.2 Suggestions for further research

Here, the writer would like to share some suggestions for further researchers which are going to discuss the same topic.

This research only provided 3 times of treatments. Providing more time for the treatments, the more accurate and conclusive the result will be. Limiting the prepositions presented for each treatment may increase students' understanding in those prepositions.

The writer conducted the research for the 3<sup>rd</sup> grade students and it is possible for other researchers to apply this method to the lower or higher grade of students. Thus, the materials of prepositions that will be given also need to be suited to level of difficulty of the students.

Besides, it will also be a good plan to use TPR in teaching other materials like teaching Present Continuous Tense, which includes the activity of movement.

SDK St. Vincentius is the only school where the writer conducted the research. Planning to conduct the research in other schools will be a possible idea. Collecting data from some schools will really improve the accuracy of the effectiveness of the TPR method in teaching Prepositions.

Finally, the writer hopes that her research will be valuable information and contribution to the process of learning and teaching English nowadays.

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