

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 chapter. And the other part contains the suggestions for the teaching of English and recommendation for further research.

5.1 Conclusion

Nowadays, English becomes one of the important languages in this globalization era. People will have difficulties in communicating with people from another country if they don't know how to speak English. This is one of the reasons why English become important to learn. 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.

Total Physical Response Storytelling or TPRS is a method for teaching foreign languages. Blaine Ray, a Spanish teacher in Bakersfield, California, USA, in 1990, created this method by combining James Asher's Total Physical Response with something that he had made by himself, that was the use of funny stories to help students apply the vocabulary and grammar. He created TPRS method to make his pupils more interested and enthusiastic in learning a language.

Therefore, in this study the writer wants to find out whether the Total Physical Response Storytelling (TPRS) method is really more effective in

motivating the pupils to learn vocabulary so that at last pupils can have better vocabulary achievement.

The population of this study were the kindergarten 1 pupils (4 – 5 years old) of X school, which was located in Surabaya, belonging to the school year of 2008/2009. The sample of this study was taken from one class. There are 21 pupils, who are 12 boys and 9 girls in that class. Before doing the treatments, there was a pretest. There were eight times of meetings (treatments) and after the treatments, the writer conducted a post test.

The result of this study shows that there is a significant difference for the vocabulary achievement of kindergarten pupils taught using Total Physical Response Storytelling (TPRS) method. The result of the posttest showed that the scores increased from the pretest.

5.2 Suggestions

Based on the result of this study, the writer would like to give some suggestions that hopefully 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 to kindergarten school pupils.

1. The teacher should be able to choose the materials carefully when conducting the Total Physical Response Storytelling method. As the pupils are young learners, the teacher should keep in mind that they still love to play and need to be active. Therefore, the teacher should choose 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 Storytelling method; otherwise, there will be chaos in class because the pupils can be very noisy. Thus, the teacher should not lose control on the pupils.
3. The teacher should be able to encourage the pupils if they feel ashamed to imitate the action. It is better if the teacher models the actions to make the pupils more relax in imitating the actions.
4. To check the pupils' understanding of the materials, the teacher may give vocabulary exercises to the pupils in written form.

5.2.2 Recommendations for Further Research

The writer realized that this study is still far from being perfect. However, she hopes that this study can be used as a reference for other researches or readers who want to carry out The Total Physical Response Storytelling 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 that isn't national plus or international because the pupils may know the meaning of words before the writer do the treatments.

2. The writer recommends that the treatment should be given at least 8 meetings so the pupils would have enough time to adjust their learning to the new method.
3. It would be better if the other researchers use interesting story books, like a lot of big colorful pictures inside the book and short text.
4. To get more valid results, the next researcher can use a control group and a pilot group to try out the test items.

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