

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations for further research and English teachers who deal with young learners. The conclusions are based on the findings and discussions in the previous chapter.

5.1 Conclusions

Based on the theory of TPRS and the result revealed in the observation that had been conducted, this method is considered suitable for young learners since the method employs stories and physical movements that children like.

As discussed and presented in Chapter IV, it can be concluded that the teacher did four steps and two additional steps in applying TPRS method to teach vocabulary. The first two additional steps were choosing new vocabularies and also the stories that would be introduced to the students. This step was conducted at teacher's preparation stage before she came to the classroom.

The second step was showing the words. The teacher displayed the new words by writing them on the whiteboard one by one while pronouncing it. After writing each word, the teacher made sure whether the students were familiar with the words displayed or not. In this step, the teacher did not give any instructions to the students to act the words physically.

The third step was telling the words. In this step, the teacher told the meaning of the words by performing them with gestures repeatedly as she pronounced them. It aimed at giving the students the meaning of the words without translating them directly into Bahasa. Afterwards, the teacher asked students to act the words with gesture repeatedly.

The next step was storytelling. This step was preceded by telling the students about the setting and the characters in the story. She also involved the students in a discussion about the elements of the story that had just been told. The teacher told the story twice. In the first storytelling, the teacher translated the story after each sentence and when she came to the words that had been introduced earlier, she gestured the words. While in the second storytelling, the teacher read the whole story without translating each sentence. Then, she instructed the students to act out the words when she came to the new vocabularies.

The last step was vocabulary learning activity. The teacher provided the students with the various activities in order to practice their knowledge about the previous vocabularies that had been introduced. She instructed the students to gesture the words repeatedly. The teacher also combined it with practice that aimed at recalling the current lessons.

In each word, step, and meeting the teacher gave the instructions not more than four times. The result showed that the number of students who responded each instruction increased. Based on the result, it indicates that students were

motivated because they still responded enthusiastically to the instructions though the same instructions were given repeatedly. Moreover, considering to the duration of each step, the results also revealed that they had a good attention span based on the assumption that children have attention span from 10 to 15 minutes. It was proved that the students could keep engaging to the lesson and instructions for more than 15 minutes long.

5.2 Recommendations

Based on the findings of the research that reported in Chapter IV, some recommendations to implement the TPRS method in teaching new vocabularies for young learners are offered.

It is recommended to EYL teachers who also implement the TPRS method to use various instructions and vary the sequence of the instructions in order not to make the students simply guess based on the sequence. This is also done to avoid students' boredom. Furthermore, for teachers who use storytelling, it is better for them not to translate the story after each sentence or each paragraph. Even though elementary students still learn basic levels of English, they need to be familiarized with English as early as possible. Basic level of English means, there are only limited numbers of vocabularies that can be grasped and they do not know how to use the words appropriately. Additionally, they have a lack of knowledge in constructing sentences in good structures. Besides, it is recommended that teachers repeat the activity more than twice in order to let the students practice the

vocabulary over and over again until they can grasp and memorize the vocabulary very well.

Dealing with young learners who have a short attention span, teachers may want to provide them with attractive activities that involve physical actions that they like i.e. TPR or TPR with storytelling since it is able to attract students and make their attention span last longer.

