CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two main parts namely conclusion and recommendation. In the conclusion part, the result of the research will be summarized. Furthermore, the recommendation related to the vocabulary teaching and the further related researches are also given in the recommendation section.

5.1 Conclusion

This study focused on the use of TPR method in teaching vocabulary to young learners at elementary level. There were two research questions in the research. The first question was aimed to discover the students’ vocabulary improvement after receiving treatments. The second question was aimed to know students’ responses toward TPR method while learning vocabulary.

Based on the students’ vocabulary improvement, the analysis of the pre-test output and the post-test output showed the positive result. The post-test analysis showed that the experimental group which received TPR method while learning vocabulary had higher means score than the control group which did not receive the same treatments. In addition, the paired sample t-test showed that there was a significant difference between the pre-test and the post-test scores of the experimental group. The significant was at 0.069 and it was lower than 0.05 (0.06 < 0.05). Thus, the null hypothesis was rejected and it can be concluded that TPR method was effective in teaching vocabulary to young learners. This finding was in line with Larsen & Freeman (2000) who stated that by kinesthetic abilities, students can start to learn parts of language rapidly. Another theory which supported the result of the study investigated by Wolfe (1982) who remarked that several studies had found that with the implementation of TPR method in teaching vocabulary, they got results of students’ vocabulary mastery that increased drastically almost 65%.

The students showed positive response to the use of TPR method. The interview revealed that students liked to learn English vocabulary through action. However, all of the students loved songs and also pictures as the media to deliver the TPR method. It was in line with Piaget (2006) who stated that children were the active learners. They could not be expected to sit down and do a certain activity for a long time. Thus, they needed the lesson with more fun activities by using sensory aids, such as picture and music. It became the positive foundation to bring a new way in teaching vocabulary in young learner level using TPR method, so their vocabulary mastery would improve as well.

The result of the research revealed that TPR method gave a significant effect on improving students’ vocabulary. Moreover, the students gave the positive response to the use of TPR method in learning vocabulary. Thus, learning vocabulary through action brought the students in an enjoyable and a cheerful environment and it was appropriate with children characteristic who was active as a learner.
5.2 Recommendation

Based on the findings, discussion, and the conclusions of the research, recommendations regarding to the use of TPR method in teaching vocabulary to young learners can be drawn as follows.

The recommendation for the teacher is that TPR method can be one of the choices in teaching vocabulary to young learners at the elementary level. However, there are some aspects to be noticed in implementing the method. The first aspect is the media use related to TPR method should be interesting for young learners, for example the songs and the pictures. The songs must be easy to listen and the pictures should be clear and colorful to see. The songs also have to be well-pronounced. So, the students are able to follow the activity provided. The second aspect is the choice of activities. The teacher should be creative in choosing the activity that would contribute in helping students’ learning process.

For the researchers who are interested in conducting a related topic, the researchers can conduct a research with similar topic but using different method and approach or different level of the students to gain more objectivity. Therefore, for the further research, it is better to bring bigger random sample in the research as it is assumed that higher random sample would gain more genuine and valid result for the research.