

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents conclusion and suggestion. The researcher drew the conclusion taken from the result of the research about the effectiveness of Total Physical Response (TPR) method in improving English vocabulary mastery of elementary school children, and proposed the suggestion for English teachers and for further research.

#### **5.1. Conclusion**

Based on the result of the analysis in the previous chapter, it can be drawn on conclusion that:

- Total Physical Response (TPR) method is effective in improving English vocabulary mastery of elementary school children, especially for the first grade. It is supported by the posttest result of experiment class is significantly improved after being given TPR method treatment, different from that of control class after being given conventional method treatment.
- TPR method is very suitable for children's characteristics, as they love moving around and get bored easily if just sitting on the chair. Moreover, it is supported by their good response toward TPR method.
- TPR method can motivate the children to be interested in learning English vocabulary, as it is entertaining them. It is proven by their being happy, enthusiastic and laughing much during the learning activity.

- TPR method, however, can cause some students reacting over as they are too excited participating in the learning activity.

## 5.2. Suggestions

Based on the conclusion above, the writer would like to offer some suggestions, they are:

The teachers can use TPR to enrich their teaching method so that they have a variety of methods to be applied in teaching English, especially for teaching English vocabulary for children. Besides, it attempts to reduce the stress students feel when studying foreign language. Therefore, it can motivate and make students ease to learn English.

Meanwhile, the findings revealed some limitations as the research was carried out only to two groups of participants and conducted over a short period of time starting from April 4 – June 2, 2012. Thus, to achieve the representative data, the next researcher can do the similar research in a big scale to more than two groups of participants over much longer schedule, even though, there is an issue of eliminating English in the new curriculum (2013-2014). However, the Minister of Education and Culture, Musliar Kasim, has clarified that English for elementary school in the new curriculum is not eliminated but it is not categorized as compulsory subjects just still as local content subject (Afifah, 2012).