CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusions and recommendations drawn from research findings and discussion in the previous chapter. This chapter is divided into two parts. The first is conclusion and the second is recommendation.

5.1 Conclusions

The study reported the result on the use of TPR Storytelling method in teaching English vocabulary. The purpose of the study was to discover whether or not TPR storytelling was significant in helping young learners to improve their vocabulary mastery.

The findings of this study are in line with some studies conducted by Blain Ray (1990), Michael K. Brune (2004), McKay (2000), and Sumiati (2006). All of the studies showed that TPR storytelling was very effective in teaching foreign language, especially vocabulary mastery.

The findings of the research suggest that TPR storytelling can be used in helping students improve their vocabulary mastery. These can be seen from the data obtained in this study. Data from vocabulary test shows that there is an improvement on the students' vocabulary score. The calculation of paired sample t-test shows - $t_{obtain} < - t_{critical}$ and $+ t_{obtain} > t_{critical}$ ($-8.547 < -2.045$ and $8.547 > 2.045$) and p value is lower than 0.05 ($0.000 < 0.05$). It means there is significant difference between the

pretest mean value and post test mean value of the class. It indicates that there is significant difference between students' pretest and posttest scores in experimental group. Moreover, data from the calculation of effect size shows that there is a great effect of TPR Storytelling method in improving students' vocabulary mastery with r value = 0.518.

Those findings lead to the conclusion that there is an improvement on the students vocabulary test score after the implementation of the teaching program. Therefore TPR storytelling can help young learners improve their vocabulary mastery.

Based on the findings in teaching process, TPR storytelling make students interested and enthusiastic to follow the teaching and learning process because TPR storytelling made the students free from stressful situation, so that they were motivated to be engaged actively in the lesson. Moreover, the students not only felt happy in the learning process but also were able to do the teacher's instruction well.

Besides the positive response mentioned above, there is also rather negative response to the use of TPR storytelling. Some students faced difficulty relating to the use of English in communication. It was caused the students did not accustomed to use English in learning process. Their teacher used first language much more in the classroom. Therefore, the role of teacher was very important to help them overcome the difficulty. Teacher has to be consistent in using English in each meeting in order

that students get sufficient input then they become accustomed to use English in their daily live.

5.2 Suggestions

Having completed the study, the writer is aware that there are some pedagogical implications of this study. Since Total Physical Response storytelling can help young learners improve their vocabulary mastery and bring a fun and motivating learning, TPR storytelling obtains positive feedback from young learners, therefore, the use of TPR storytelling in teaching vocabulary mastery to young learners especially in elementary school is recommended. It is also suggested that teacher who may want to implement TPR storytelling should be able to select story that is appropriate for the students in terms of the learning objectives and the students' needs and interests. Besides, the teacher should improve his/her capability to present a better way of telling story to the students.

Another suggestion deal with theoretical development, TPR Storytelling towards other vocabulary mastery of young learners can be a forward step to this study. Besides, the use of TPR storytelling can be applied not only in teaching vocabulary but also in teaching grammar and other language skills, such as listening, speaking, reading, and writing since it offers language learning experience that can be usable out of the classroom. The use of purposeful sampling which belongs to non probability sampling makes this study face limitation in generalizing the result. The

result of this study can be generalized only under variables, condition, and characteristics of subjects involved in this study. In order to get a generalization to a wider population, the follow-up study can extend the sites to grade four and grade six by applying random assignment in choosing the groups of sample.