

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter includes the conclusions and suggestions for further research. The conclusion of the research were aimed to give concluding remarks on the research which investigate about the effectiveness of using Total Physical Response method in improving students vocabulary of second grade of elementary school students. Then suggestions for further research in the related topic were presented after.

5.1 Conclusions

The use of TPR method in the young learners' classroom can be successful when two main aspects, namely, appropriate materials and appropriate classroom activities, support it. It means the instructions should meet students' characteristics and needs.

The material chosen must be appropriate with English as local content for the second grade of elementary school in which the language focus and vocabulary that was taught relates to classroom and school environment. Besides, the material chosen must fulfil students' needs, wants, and interests as young learners. In other words, the material chosen must be in line with young learners' characteristics.

The appropriate classroom activities really supported and affected how the materials were delivered, even understood by the students. Therefore, several

varieties of classroom activities had to be given, such as games, drawing and colouring, singing and making craft. The students' condition should be taken into consideration in determining what kind of classroom activities those were suitable to be chosen. Thus, the material can be delivered and understood well by students.

In conclusion, teaching vocabulary using Total Physical Response is effective and interesting that can be applied in second grade of elementary school. The result of this research showed that Total Physical Response method does not only improve students' vocabulary achievement, but also motivate the students to learn in an interesting way. Moreover, Total Physical Response method, which gave a context, environment, and fun for the students, was proven to be able to make the students more engaged in learning vocabulary.

Hopefully, the findings of this study can encourage teachers who teach English in elementary schools to consider TPR as an alternative method in realizing a better English learning in their classrooms.

5.2 Suggestions

From this research, there are some suggestions that are useful for both teachers and researchers in related studies. Firstly, for teachers, this study can be applied as a more innovative English teaching method. Secondly, for researcher, this study can be a reference for follow up studies.

Based on the findings, it appears that Total Physical Response method is effective in improving vocabulary achievement of second grade students. However, due to the obstacles during the research, it is recommended that

classroom should be comfortable for the students. It means that the classroom should provide enough space and property like picture, etc, so that the learning process will optimally done. In addition, it is also important for the teacher to be present in the classroom because the teacher can monitor the students' progress in terms of their vocabulary achievements.

To conclude, this present research was only done in few weeks, therefore only small scale of the research was conducted. Thus, in order to achieve more representative data, further research in long terms schedule and in big scale with comfortable room and sufficient property should be done.

TPR method can be applied in foreign language classroom since it offers a language learning experience that can raise students' motivation to actively participate in learning English in the classroom. Furthermore, TPR can become a method that is used by the teacher to lead the students to learnt not only vocabulary but also grammar and other language skill, such as listening, speaking, reading and writing. Besides, the teacher also should consider the students' characteristics in order to determine what kind of technique or classroom activity that is appropriate to be given.