

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers conclusions and suggestions of the research. Conclusions are drawn as the interpretation of the main things based on the discussion of the research findings. Meanwhile, suggestions are written to be addressed to the English teachers and further research.

5.1. Conclusions

The aims of the research are to find out the effectiveness of TPR Storytelling in teaching vocabulary to young learners and students' responses toward the use of this method.

The research result shows that TPR Storytelling improves young learners' vocabulary mastery. The statistical analysis shows that the value of *t obtained* (-10.357) is higher than the *t critical* (-2.021). Besides, it is also supported by the significance value which is 0.000. This value is lower than the level of significance which is 0.05. Consequently, H_0 is rejected. Hence, it can be concluded that TPR Storytelling is effective for improving young learners' vocabulary mastery.

There might be some factors that affected the success of TPR Storytelling in the young learners class. First, it might be because the method was interesting for the

students. This method was a new thing for them. Normally, their teacher used to use conventional methods such as explanation and translation. Second, the researcher used interesting media such as colorful pictures and puppet that could attract students' attention with the learning process. Third, students' interest in learning English was also prompted. All students stated that they liked learning English. In addition, young learners would be enthusiastic for learning if they were interested. Fourth, the learning activities were enjoyable. The combination between physical activity and storytelling was suitable for them.

Furthermore, the questionnaire results also supported the research findings. The conclusions of questionnaire results are: 1) students liked TPR Storytelling method, 2) TPR Storytelling was a fun method, 3) learning English vocabulary was easier through the use of TPR Storytelling, 4) students were more motivated when learning by using TPR Storytelling, 5) memorizing vocabulary by TPR Storytelling was easy, 6) students liked to get involved with the story.

5.2. Suggestions

There are some suggestions that are addressed to English teachers and future researchers. For the English teacher, it is important that before using TPR Storytelling the teacher should be well prepared. The teacher should emphasize the materials to be focused so that the lesson will flow smoothly and the goals will be reached successfully.

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It is also highly recommended that the teacher should choose the story which is appropriate with the language focus. Besides, the classroom management is also important. It should provide enough space so that students could move freely.

Furthermore, future researchers are suggested to conduct the research about TPR Storytelling in different language skills or in different levels. In addition, conducting research in a longer period and with a larger sample is also recommended. Therefore, researchers could gather more detailed results.

