

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions of what has been discussed in chapter 4 and proposes some suggestions for teachers and researchers.

5.1 Conclusions

The use of TPR method in the young learners' classroom can be successful when it is supported by two main aspects, namely, appropriate materials and appropriate classroom activities.

The material chosen must be appropriate to SK-KD of English as local content for the fourth grade of elementary school in which the language focus and vocabulary that is taught relates to classroom and school environment. Besides, the material chosen must fulfill 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 support and affect how the materials are delivered, even understood by students. Therefore, several varieties of classroom activities need to be given, such as games, drawing and coloring, singing, and making craft. The students' condition should be taken into consideration in determining what kind of classroom activity that is suitable to be chosen. Thus, the material can be delivered and understood well by students.

Hopefully, the finding 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 study, 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 researchers, this study can be a reference for the follow-up studies.

TPR method can be applied in foreign language classroom since it offers a language learning experience that can raise the 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 learn not only vocabulary but also grammar and other language skills, 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.

This study of TPR method can still be further developed, the next research study can take deeper consideration of different levels of age towards the effectiveness of TPR method. In addition, the use of purposive sample which belongs to nonprobability sampling makes this study encounters a constraint in generalizing the result. The result of this study can be generalized only under variables, conditions

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 scope to first grade until third grade by applying random assignment in choosing the groups of the sample.

