

# **CHAPTER FIVE**

## **CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

English as a foreign language in Indonesia is considered to be the most important language among other foreign languages because its status as an international language. It is spoken in most of the countries around the world. This fact guides Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum and also in the local content.

In learning English, the students should master the vocabulary for the first time (Palmer in Richards, 2001: 37). It means that the teacher should pay more attention to the vocabulary teaching from the very beginning. Once the students master the vocabulary, the teacher could continue to teach basic skills of English easily.

However, the students get bored easily in learning vocabulary because most of the teachers still using the old method such as translating the words directly, and memorizing the words after they get the new vocabulary. Most of the activities in the class are held by the teacher. The students just sit nicely, listen to the teacher's explanation, and finally, memorize the new words. To overcome the problem above, the writer applies TPR method which brings a fun atmosphere in the class.

This study was conducted to investigate whether there is any significant difference between the vocabulary achievement of the second grade of elementary school students who are taught using TPR method with pictures than those who are taught using Translation method.

This study was conducted in Santo Yusup Elementary School Sidoarjo to the second grade students during the second semester belonging to the 2006/2007 school year. To get the data of the research, the writer was using a quasi experimental design. In particular, the data used in this study were taken from the scores of pretest and posttest of the second grade of Santo Yusup Elementary School.

The analysis of the latest summative using t-test by the help of SPSS program showed that the mean scores between the two groups that chosen for experimental and control group were not significantly different. It means that the two groups had equal intelligent at the beginning of the treatment administration. On the next analysis, the writer also used t-test in SPSS program to know whether there was a significant difference of the gain scores.

The result of the t-test for the gain scores of the two groups showed that the mean scores between the two groups were not significantly different. It means that there was no significance difference between the vocabulary achievement of the second grade of elementary school students who were taught using TPR method with pictures than those who were taught using Translation method.

## **5.2 Suggestions**

This study shows that the implementation of TPR method in vocabulary achievement of Santo Yusup Elementary School Sidoarjo students did not show the beneficial effect. It was proved statistically that there was no significant difference between the students who were taught using TPR method with pictures and the ones who were taught using Translation method.

This sub chapter deals with two main points. They are suggestions for English teacher and suggestion for further study.

### **5.2.1 Suggestions for English Teacher**

This study reveals that the students taught by Translation method have higher vocabulary achievement than those taught by Total Physical Response method with pictures. The writer has some suggestions dealing with the implementation of Total Physical Response method to the second grade students of elementary school:

1. Since Total Physical Response method is relative new for the student, the students might get confused with the instructions they should follow. The writer suggests that the teacher should give clear instructions and check if the students understand the task or not.
2. The writer recommends that the treatment should be given more than three meetings so that the students have enough time to adjust their learning.
3. The syllabus available wants the students to be able to write the English words correctly. As the English teacher's suggestion to the writer, the vocabulary test must consist of exercises that can confirm the students'

mastery of writing the new words given. It means that the teacher not only pays attention to teach the words orally but he/she needs more than one meeting to teach how to write the new words. The teacher may also give vocabulary exercises to the students in the written form to check their mastery in writing the new words.

4. The differences in students' characteristics also influenced the application of TPR method. For example: some students did not want to act like the teacher because they felt ashamed. Therefore, the teacher should be able encourage the students if they feel ashamed to act out the action words. It is better if the teacher allow the students to perform in small groups or even individually. After the students get used with this method, they may be brave enough to perform the action words together with their classmates. They also will not feel ashamed to present the action in front of the class individually.
5. Some of the students felt so free because they are taught by fun activities. They were over acting and very talkative, then made the class becomes noisy and uncontrolled. This chaos situation happened because they are always being taught by formal and strict teaching-learning activities. Therefore, the teacher's explanation about having their own responsibility of the class was very important. The teacher can ask the students to pay more attention to him/her when he/she is teaching in front of the class. It also could make the students learn how to be concerned to others' need.

6. The classroom in which TPR method was implemented was not big enough for the students to move, act and touch their parts of the body, since the number of the students was big enough. This condition made the writer feel difficult to check the students' movement, and what pictures or parts of the body which the students pointed or touched. If it is possible, the teacher should choose the another place to implement TPR method, such as auditorium or hall.
7. The teacher should differentiate the way of vocabulary teaching if he/she wants to raise the students' vocabulary achievement. If the teacher wants to increase the students' comprehension of new words, he/ she can implement TPR method in the classroom. But, if the teacher wants to raise the students' spelling and writing ability, he/ she can employs Translation method in the class.

### **5.2.2 Suggestions for Further Study**

Finally, the writer realizes that this study is still far from being perfect. Nevertheless, she hopes that this study can be used as a reference for other researchers who will carry out further research in improving students' vocabulary achievement through TPR method with pictures and the Translation method. By sharing the weaknesses found in this study, the writer expects that the next researcher will get a better and valid result by using a better research design and a wider scope of subjects. Due to the limited time to finish the study, the writer only gave three times treatment. The writer suggests that the next researcher will have

more time and opportunities to conduct his or her experiment so that the students will have enough time in adjusting new technique.

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