

CHAPTER V

CONCLUSION

In this last chapter, the writer will describe the conclusion about the study, which has been conducted by her. Moreover, the writer is going to provide some suggestions for English teachers and further study.

5.1 Summary

This study was conducted based on the importance of teaching English to young learners. Here, the writer gave an emphasis to the importance of teaching vocabulary because vocabulary mastery will determine how young learners express their thoughts and ideas through writing and speaking and also their ability to understand what they read and hear.

Considering that young learners enjoy creating fun in whatever they do, this study suggested the use of Total Physical Response Method. As in the Total Physical Response Method, young learners learn the language through hearing, seeing and doing it. So, they are really involved in the activity. As said by researchers in Dryden and Vos (1999: 129-130) that people learn better when they get involved, move experience and try, it is easier for children to learn foreign language. However in reality, young learners very often get bored in learning vocabulary especially if the teacher uses the method of teaching vocabulary again and again. Thus, the writer suggested the application of the Total Physical Response Method in teaching vocabulary to the first grade students of elementary school.

An experimental study was then conducted in order to answer the alternative hypothesis formulated that is, “First grade students of Sekolah Citra Berkas who taught vocabulary using Total Physical Response Method show higher vocabulary achievement than those who are taught vocabulary using Translation Method.” As the subject of this study, the writer chose Sekolah Dasar Citra Berkas. Here, the writer only took the first grade, which consisted of seventy five students that were divided into three classes (1A, 1B, and 1C) as the sample of her study. To measure the vocabulary achievement of the students, a vocabulary test was used. The test consisted of 10 questions in forms of multiple choices each having two options.

After conducting the research, the writers computed the data by applying t-test formula. The main purpose of computing the data findings was to see the difference of the vocabulary achievement between the students taught with gestures in the Total Physical Response Method and those taught with words list in the Translation Method.

The result of the t-test indicated that the vocabulary achievement of the experimental group is not significantly different compared to that of the control group. Considering the result of the data analysis and the discussion described in chapter four, the writer concluded that there is no significant difference on the vocabulary achievement of the first grade students’ of Sekolah Citra Berkas who are taught using gestures in the Total Physical Response Method and those who are taught using words-list in the Translation Method.

Even though the result of the study is not significantly different, it does not mean that the Total Physical Response Method does not give positive effect as some students of the experimental group get better score at the post-test.

5.2 Suggestions

In this section, the writer provides some suggestions and recommendations for English teachers and further study.

5.2.1 Suggestions for English Teachers

Remembering that this study was conducted under limited time due to the administrative constraints, it could not possibly be done in a wide scope. Nevertheless, with the findings on the field, the writer gives some suggestions for English teachers.

It is suggested that the English teacher should teach both groups at the same time though the teachers are different. In this study, the English teacher who taught both groups was the same person, however, the time she taught was different. The time for the treatment could not be controlled due to the fixed schedule of the school. The control group studied in the morning section around 08.45 to 09.25 while the experimental group studied at late morning around 10.35 to 11.55. The condition had affected the result of both groups as both teacher and the students had been mentally and physically exhausted.

5.2.2 Recommendations for Further Study

Firstly, as stated above, the number of the treatment was very limited. Here, the treatment was only conducted three times. It would be better if the next researchers add the intensity of the treatments in order to get a better result on the students' vocabulary achievement.

Besides, the writer also suggests that the next research be administered in higher grades of elementary school. This is to find out whether the application of Total Physical Response Method in teaching vocabulary can motivate the higher grade students in learning vocabulary and, at last, increase the students' vocabulary achievement.

The writer realizes that this research still needs some improvements. Therefore, by providing some suggestions, she expects that the next researcher serves this study with a deeper discussion. Finally, the writer hopes that this study can give a positive contribution for both English teachers at elementary schools and indirectly the elementary school students themselves.

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