

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion of her study, some suggestions for English teachers, and recommendations for further studies.

5.1 Conclusion

Nowadays, English becomes one of the most important languages around the world. Most of Elementary school also considers English as the important subject. Therefore, the students really need to be taught English especially vocabulary as early as possible. Among other English components and skills, vocabulary is the basic one.

The way of teaching English to young learners is far different from teaching English to adults. Young learners have their own world and they are really active learners. However, some of the students get bored with the same teaching techniques and methods from their English teachers. They are losing their interest and motivation to learn more. Therefore, the teacher must vary the teaching techniques to avoid the students' boredom in the class. One of the techniques that the teacher can use is TPRS (Total Physical Response Storytelling). TPRS is a teaching-learning method by Blaine ray and it is combined with the teaching techniques from James Asher (TPR). The purpose of this technique is to make the students more interested with the lesson, to motivate them to learn English and make them to be active learners. Since the students love to do some movements and listen to the story, TPRS gives both of the activities

that the students love to do in the class such as listening to the story and doing some body gestures.

The result showed that there were significant gain scores at both experimental and control group. Meanwhile, the gain score of the experimental group was higher than the gain score in control group. The vocabulary achievement of the students who were taught using TPRS was higher than those who were taught using word lists. In short, it could be concluded that teaching vocabulary using TPRS was more successful than teaching vocabulary using word lists.

5.2 Suggestions

Based on the result of the study, the writer would like to give some suggestions that hopefully will be useful for English teacher and for further studies.

5.2.1 Suggestions for Teachers of English

There are some suggestions that the writer would like to give to English teachers, especially those who teach vocabulary in Elementary school.

1. The teacher should vary the teaching techniques in teaching Elementary school students. So the students did not feel bored with the same teaching techniques. One of the techniques that the teacher can use is TPRS. The

teacher can also give some modifications in using TPRS such as asking the students to rewrite the story, make a mini role play in pairs, and do the storytelling in front of the class.

2. The teacher should control the class during TPRS class. TPRS makes the students active and they will move around in the classroom. Therefore, the teacher should not lose control of the students.
3. The teacher should choose useful and interesting stories, topic, figure, and materials during TPRS. The teacher must keep in mind that the students have very short attention span and high intellectual curiosity.
4. The teacher should encourage the students to act out. It is better if the teacher gives example to the students and let the students imitate the actions.
5. The teacher may use some teaching media during TPRS such as doll, puppet, chant, song, games. The purpose of using those materials is to make the students more interested and motivated with the lesson. It also makes the students feel curious and keep the lesson fun, enjoyable, and interesting until the end.

5.2.2 Recommendation for Further Studies

At first, the writer hopes that there will be similar studies about TPRS which is related to the speaking, listening, and reading achievement. However, the writer hopes that this study can be used as the reference for other researchers who

want to carry out similar study. To accomplish that hope, the writer would like to give some suggestions for further researchers.

The first suggestion is addressed to future researchers who conduct similar studies. In this study, the instructor was the writer herself. The writer followed the treatments step by step very strictly. The writer administered the treatment to both groups fairly. To avoid the possibility of the influence by the desire to win TPRS method, it would be better to ask another person like the teacher of the class to conduct the treatments so that it will not be a bias.

The next suggestion is to choose different grade levels of the students and other schools to take the data by conducting TPRS. The different subjects will give different data and results to the next researcher.

The next researcher also can compare TPRS with other teaching techniques and methods of teaching English. For example, the next researcher can compare TPRS with flashcards, songs, and games to improve the students' vocabulary achievement.

The last suggestion is to produce the treatments more than four meetings. In this study, the writer gave the treatment for only 4 meetings. Therefore, it would be better to prolong the treatments to give more valid and reliable result.

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