

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

This chapter presents the conclusions and suggestions concerning the result of the study. Based on the finding and discussion on the previous chapter, the researcher draws some conclusion on the use of TPR method in teaching English vocabulary to young learners at SD Muhammadiyah 1 GKB. Meanwhile, the last section proposes some suggestion for practitioners engaged in this topic. The conclusion and suggestion are presented in order as follow.

#### **5.1 Conclusions**

In using TPR method, the teacher applied some procedures to get best result, they are; the teacher introduced the importance of vocabulary items by pronouncing them without telling the meaning (preparation). So, the teacher explained the materials by using her gestures. Next, the teacher also sets up the classroom situation (setting up). Then, the teacher asks some of the students to be volunteers and she speaks out the vocabularies taught and acts it out (demonstration). In addition, the teacher asks the volunteers do the actions (students modeling). Next, the teacher writes the commands and the students learn to write it to make them memorize with the materials that given from the teacher (writing the sentences).

So, the teacher applied the procedures of using TPR in the classroom, she implemented some steps to make the students understood in teaching English by using this method. One of the step in the procedures of using TPR is the teacher introduced the importance of vocabulary items by pronouncing them without telling the meanings, because the teacher want to give explanation by using gesture and it was the basically of TPR that can make the memory stronger and more likely to be recalled.

During the teaching and learning process, the students gave good responses towards the use of TPR method in teaching English vocabulary. This can be seen from their active participation and enthusiasm in class from the result of observation and the result of questionnaire. Most learners pointed out that it was useful to help them understand the material.

## **5.2 Suggestion**

Based on the findings of this study, the researcher gives some suggestions in order to be useful in improving the teacher creativity in teaching English, especially vocabulary lesson. Some suggestions can be delivered for the following parties:

### **1. The English Teacher.**

Teachers can use Total Physical Response to teach vocabulary to improve student vocabulary mastery. The teachers ought to consider that learning interest is one of factors that affect the student's vocabulary mastery in the teaching and learning process. Teachers should always encourage students to get involved actively in a teaching learning process, especially for students having low learning interest who tend to be passively engaged in the English class. Teachers should establish a good atmosphere to stimulate students to have fun in the process of teaching and learning, so it will be easy for the students to follow the English lesson. So, the teachers should be creative to find or modify teaching method which is suitable for students' needs.

### **2. The Students**

The students are expected to be more active in the learning process in order to improve their vocabulary mastery. It is suggested for students who have low mastery in vocabulary to be more active in joining the teaching and learning process in the classroom.

### **3. The other researchers**

For other researches who are interested to conduct the research in more detail to know the effect of Total Physical Response in teaching vocabulary, the writer hopes

that these research findings can be used as a starting point and also as a reference for the future researches. Moreover, other researchers may conduct other researches to know the effectiveness of TPR viewed from other psychological aspect such as: motivation, language intelligence, creative etc. it is hoped that the further result of the research can support and complete this research.