

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In chapter V there are two parts that the writer wants to discuss; they are conclusion and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while the suggestion deals with inputs or recommendation for further research.

#### **5.1 CONCLUSION**

Children at their early age are not directly able to say a complete sentence, but they first learn to say words. They hear the words from people surrounding them, and then they try to produce the words. In order to produce a complete sentence, they should have enough vocabulary.

Nowadays parents like their children to learn a foreign language such as English. They spend their money by sending their children to courses or even calling a private teacher for teaching their children English. The children start learning it at their early age, because it is the best time to start learning a foreign language. However, children as young learners usually find difficulty in achieving it.

Teaching English to children especially elementary students is sometimes difficult. These children usually get bored easily. They face the same procedures of teaching everyday and they need something like some variation of teaching that are different and interesting.

There are some ways or variations that can be used for teaching English vocabulary like games, songs, pictures, or drama. One of the interesting ways is by using songs. Children like songs very much. They find their world in it. They can sing, shake or dance, and express their feelings in a song. Songs also can make them feel relax after doing some routine activities. Moreover, a song can be more interesting if it is added with gestures. In this study the writer uses gestures to express TPR. The children will learn something about the language by being involved in singing and doing the gestures. They can directly understand about the meaning of words in a song by doing the gesture, because they represent the meaning of the words. They are learning the language by doing it.

Based on the background mentioned above the writer conducts her study on vocabulary teaching. She holds an experiment to find out which one is more effective teaching vocabulary using wordlists or using songs and TPR. The treatments are held three times in two classes in the same school that was in SDK Yoh. Gabriel. Class 4A as the control group and class 4B as the experimental group.

In this study, she finds out that there is a significant difference between the vocabulary achievements of the children taught using word lists and the vocabulary achievements of the students taught through children songs using TPR method. Teaching vocabulary using word lists are proven to be significantly better than teaching vocabulary through children songs using TPR in this study.

## **5.2 SUGGESTION**

For this part the writer will give some suggestions for the teaching of vocabulary and for further studies.

### **5.2.1 SUGGESTION FOR THE TEACHING OF VOCABULARY**

In this study the writer finds out that there is a significant difference between teaching vocabulary using wordlists and using songs with TPR method. She also mentions some reasons why it can happen like that.

Based on the teacher's experience the size of the classroom will influence the work of TPR method. The class that is too narrow can weaken the work of TPR because there is no enough space for the students to do the actions because they will touch each other and that will make them lazy to do the gestures. The gestures will not be interesting again for them. In addition, the teacher should try to perform TPR as a variation in teaching, so that the students will feel relax and happy after learning it.

Moreover a person who wants to use TPR method should pay more attention to how TPR works in learning a language. In TPR there are some important rules that should not be forgotten by the teacher, there are a part when the teacher instructs the command, the students should listen carefully to what the teacher has said. Then the students should imitate the gestures by doing the instruction. When the students do the gestures, they should do it silently.

### **5.2.2 RECOMMENDATION FOR FURTHER STUDIES**

For further studies the writer wants to give some recommendation so the research will be more useful not only for the teacher but also for the students.

First it is related to the method. The writer hopes that for the next study, the researcher will use another combination of teaching method like songs and TPR with games or create a new method for the teaching of vocabulary. In this new method the researcher should consider about the size of the classroom whether it is suitable to conduct her study or not, because the size of the classroom will influence the students in learning. It is better if the classroom is not too large or even too small, or maybe the number of the students is not too many so all of the students can participate well in the research.

It is also better for other researchers to involve other students from the lower level like grade 1,2,3 or the higher level like grade 5 or 6. These students also need variation in learning vocabulary. Moreover, the researcher can try to conduct her study in the state elementary schools, because so far the writer finds out that too many studies are conducted in the private schools. At last the writer hopes that all what she has done in this study will give worthy contribution not only for the writer and the teachers but also for the students.

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