

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research which has been conducted by researcher, the researcher concluded that “TPR can improve students’ achievement in learning vocabulary”. Depending on the researchers’ analysis, the students improve their achievement in learning vocabulary seen in some aspects. The students could pronounce the words correctly. The students could spell the words easily. The students also did not find some difficulties in mentioning the meaning of words. The students could arrange a correct sentence in the context of grammar. This conclusion is proved by the result of the mean score that increased from 5.81 in the pre-test to 6.81 in the post-test 1 and increased again to 8.15 in post-test 2.

According to the result of the class observation, the researcher also found some students’ achievement. The students’ behavior was changed. The changes are: (1) the students were more active asking the questions; (2) the students were very confident in presenting their work; (3) the students could do the task from the researcher either individually or in a group; (4) the students are aware in studying by themselves.

Moreover, TPR had some additional benefits. TPR could make the learning process more lively than before. TPR could spread an interactive teaching and learning process. By using TPR, the researcher and the students in a non-direct manner have been doing a little physical movement which can make them healthy and relaxed.

5.2 Suggestions

Depending on the fact that TPR can improve the students’ achievement in learning vocabulary, the researcher would like to propose some suggestions as follows:

a. For the Students

The students have to be more aware in studying, especially English. The students have to pay attention when the teacher explains materials. The students also have to be confident in asking some questions and some difficulties to the teacher. The students also have to be brave in presenting their work.

b. For other Researchers

The other researchers can use this research as one of references in teaching vocabulary by using TPR. The other researchers also suggested to be more selective in using methods whether it is best for their students.