

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions from the research conducted by researcher on implementing the Total Physical Response (TPR) method to improve students' vocabulary.

#### **5.1 Conclusion**

After researching seventh-grade students at Madrasah Basis Santri Pondok Pesantren Daruth Thalibin, the researcher found the results in chapter four. Based on the results of the research and discussion, the researcher draws several conclusions about teaching English using the Total Physical Response (TPR) Method as follows:

1. The implementation of TPR method to improve student's vocabulary mastery consists of 4 stages. The first stage is planning, the second action, the third observation, and the fourth is reflection. The planning stage is the teacher and researcher prepare the media and learning tools needed. The second stage is the process of learning activities to improve students' mastery of vocabulary by implementing the TPR method. The third stage observes student and teacher activities during learning. The last stage is reflection, namely by giving an evaluation at the end of the cycle and providing a repetition of material if it is felt that students still have many mistakes and the results do not match the success criteria.

It can be concluded from these four stages that the implementation of the TPR method to improve students' vocabulary had gone well. Although cycle one has yet to achieve optimal results because there are still some obstacles carried out by teacher and students during the learning process. But cycle two is more optimal because the teacher always experiences improvement in the teaching process. Enthusiasm and students' test scores have also getting increased, as evidenced by the achievement of the success criteria for the grades that have been given.

2. The improvement of vocabulary mastery results can be seen by comparing the percentage results of the initial ability (pre-action), which is before the action using the TPR method in the learning process is given, with the ability of post-action cycle I, and post-action cycle II which is after the action is provided using the TPR method in the learning process. The comparison of these scores further increased with the acquisition of scores at the end of cycle II, which is the average students scores was 81, and the number of students who completed the test was 16, with a percentage of 80. Thus, many students have reached the predetermined success indicator (KKM) of 75 and the predetermined Classical Completion Criteria of 80%, so it can be concluded that using the TPR method can improve the vocabulary of seventh-grade students of MBS PP. Daruth Thalibin.

## **5.2 Suggestion**

Based on the research results, the researcher provides several suggestions to teacher, students, school, and other researcher to improve students' vocabulary mastery. The researcher's suggestions are as follows:

### **1. For the Teacher**

The researcher suggests that English teachers must be creative in using interesting methods and media so that students enjoy learning and understand the material quickly. One method the researcher recommends to improve students' vocabulary mastery is Total Physical Response (TPR). In addition, teachers can also use more interesting media and different themes so that students are always enthusiastic in the learning process.

### **2. For the Students**

For the students, they must pay attention to the teacher when the teacher presents the material so that they understand it. Students must play an active role in learning, whether in question-and-answer activities or others. In addition, students must be able to express themselves boldly and participate in teaching and learning activities organized by the teacher using the Total Physical Response (TPR) method.

### 3. For the School

The principal is expected to motivate teachers to be creative in teaching by using methods and media that can increase student enthusiasm for learning. Full support from the school can provide a conducive atmosphere for teachers, making it easier for teachers to deliver or distribute learning materials to students.

### 4. For the Other Researcher

This research can help gather information about research related to students' vocabulary acquisition. However, the researcher suggests that future researchers conduct in-depth research on using the TPR method in English teaching related to other English language skills such as reading, speaking, etc. In addition, the researcher suggests that other researchers can use the TPR method with different subjects, media, and settings. Although this thesis still has many weaknesses, the researcher sincerely hopes that this thesis can make a valuable contribution to the readers.



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