

Chapter V

Conclusion and Suggestion

This chapter presents the conclusions and some suggestions based on the results of the data analysis. In addition, the researcher gives positive suggestion for English teacher and for further research.

Conclusion

The research concludes that the application of total physical response method (TPR) in improving the ability to understand imperative sentence is successful.

This is based on the results of the score of students at different pretest and posttest.

The pretest reveals that grade VII students of SMP 1 Suwawa lack of understanding in terms of imperative sentence. Their average score is 23.8 and after conducting the treatment for 6 times, there is an improvement in the students' score, where the averages score students in posttest are 86.5. It can be concluded that there is a significant difference between pretest and posttest score after treatment.

This research focuses on the capability of imperative sentence consisting of six, namely command, direction, warning, advice, request and suggestion. After applying TPR method in the learning process, the classroom activities are more interesting and the students can understand the material of imperative sentence.

The result of verification of hypothesis of the previous discussion reports that $t_{count} > t_{table}$ or $5.293 > 2.045$. In other words, (H1) is accepted and (H0) is rejected.

In conclusion, the application of (TPR) method is effective to increase the ability of students in understanding imperative sentence.

Suggestion

Based on the above conclusions, the researcher gives some suggestions. For teachers, in learning process, the teachers need variation of approach, method, and technique to make the material more interesting. Therefore, the researcher offers this method in the teaching process, because Total Physical Response (TPR) method can increase student's tray in imperative sentence. Moreover, for further research, this research can serve as a reference and can be developed in other English language skills.

References

- Arikunto, S. (2010). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara,
- Asher, J. (2003). *Semantics Study and Translation*. London: University of New England Press. Retrieved from:
http://coe.ksu.edu/jecdol/Vol_5/pdf/language_lab_final.pdf. Accessed date: January 2th 2016.
- Azhar, M. (2003). *The Meaning of 'Sentence'*. Ottawa: Carleton University Publisher
- Cown, R (2008). *The Teacher's Grammar of English: a Course Book and Reference Guide*. Cambridge: Cambridge University)
- Frank, L. (2003). *Under Sentence of Death: Lynching in the South*. Finland: Finnish Book Publisher Association
- Hall, EJ. (2001). *Grammar for Use: A Realistic Approach to Grammar Study for Immediate and Practical Application*. USA: Voluntary Publisher, Inc.
- Larsen, F. & Diane. (2000). *Technique and Principles in Learning*. London. Retrieved from: <http://www3.telus.net/linguisticsissues/lab>. Accessed date: January 3th 2016
- Mursidi, F, J. (2015). *Total Physical Response for Teaching Procedure Text in Listening Skill*. Gorontalo: Universitas Negeri Gorontalo
- Palmer, R. (2003). *Teaching Methods for The Students' Skill Development Guide*. England: British Library
- Rosdiana, S. (2011). *Improving Students' ability of Imperative Sentence (TPR Action Class Research*. Yogyakarta: UNY Press.

Richard, C.J & Rodgers, T.S. (2009). *Approaches and Methods in Language Teaching*. London: Cambridge University Press.

Sugiono. (2012). *Metode Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif* (Class Handout) Universitas Pendidikan Indonesia, Bandung, Indonesia.

Saricoban, M and Metin, Mc. (2000). *English Grammar and Vocabulary Mastering for Foreign Language Learners*. Philippine: Pucket University Press

Widodo, A. (2015). *Penggunaan Metode Fisikal Respon dalam Proses Belajar Mengajar Bahasa*. Jogjakarta: UGM Press.