

Chapter V

Conclusion and Suggestions

This chapter is the final chapter of this research. It covered the conclusion of the research and the suggestion that can be given to the reader.

Conclusion

From the results that have been shown in the research finding with some data about the results of total physical response in the junior high school in SMPN 1 Kotamobagu, then the following conclusions can be drawn. It was clearly seen in the result of their post-test was higher than the result of their pre-test after having the treatments. The data shows that students who applied total physical response are able to remember more vocabulary. This is because students experience their own vocabulary directly, so they are easier to remember than memorizing a number of vocabularies that is just written like a list.

In addition the hypothesis of this research showed that $t_{\text{observation}}$ was higher than t_{table} with the value $12.91 > 1.714$ by applying the significant of $\alpha = 0.05$ and degree of freedom $(n-1)$. As the consequent, the hypothesis of this research (H1) is received while the null hypothesis (H0) is rejected. This result implies that the TPR method was successfully enriched vocabulary of learners at the seven grade of SMPN 1 Kotamobagu.

Suggestion

This research is done not only to find solutions from the problems faced by the students or the teachers but also to be considered for the parties concerned. Regarding to the data that has obtained, it is suggested to English teachers to try to apply total physical response to the learning process, but in practice the teachers are able to mix and match how to bring this approach in different ways based on students' need. The reason behind this is because it is better for both the students and teacher to apply the correct method of teaching vocabulary in the most effective way, because teaching English especially vocabulary wrongly will be a waste of time for the teacher because no matter how long they teach, students vocabulary will not be increased. On the other hand, with the correct method such as Total physical response with only six meeting of treatment, students shows a great improvement in vocabulary knowledge.

Additionally, in applying total physical response the teacher is suggested should pay attention about the classroom management, it means the teacher should be know how to handle the class during applying Total physical response in order to make the class is not noisy. On the other hand this strategy is expected to not only be applied in mastering vocabulary, but also it can be applied in another skill such as reading, speaking and listening or even writing. So that it is expected to the future researchers to try to do a research using this approach in other skills with a time frame for implementation of the approach is more than six times to obtain a maximum result.

References

- Arikunto S. (2002). *Penelitian suatu pendekatan praktek*. Jakarta : PT Rineka Cipta.
- Arikunto S. (2006). *Prosedur penelitian: suatu pendekatan praktek*. Edisi revisi. Jakarta : PT Rineka Cipta.
- Bowen. (2000). *Upaya Meningkatkan Penguasaan Vocabulary Bahasa Inggris Anak Melalui Metode Bermain Tongue Twister*. Surakarta: Universitas Muhammadiyah Surakarta. Retrieved 3 4, 2017, from One step English: Jayanti. (2013).
- Bk.eltd.vocabulary. (2017). *bk eltd*. Retrieved 03 16, 2017, from tesol: http://www.tesol.org/docs/books/bk_eltd_vocabulary_974
- Caby. (2015). *5 Jenis Metode Pembelajaran Bahasa Inggris Terpopuler Di Kalangan Pengajar*. Retrieved 02 21, 2017, from Bahasa Inggris Oke: file:///D:/proposal%20bismillah/5%20Jenis%20Metode%20Pembelajaran%20Bahasa%20Inggris%20Terpopuler%20Di%20Kalangan%20Pengajar.%20_%20BahasaInggrisOke.Com.html
- Creswell, J. (2014). *Research Design*. United State of America: SAGE Publishing.
- Cookson. (2010). *cross validated question*. Retrieved 03 16, 2017, from croos validated: <http://stats.stackexchange.com/questions/269/what-is-the-difference-between-a-population-and-a-sample>
- Harmer, James. (2004). *How to Teach English*. London: Longman
- Haryono, R. (2014). *English grammar for children*. (D. H, Ed.) surabaya, indonesia: gramedia.

- Hiebert, Elfrieda and Kamil, Michael L. (2005). *Teaching and Learning Vocabulary*. New Jersey London : University of California.
- Jayanti. (2013). *Upaya Meningkatkan Penguasaan Vocabulary Bahasa Inggris Anak Melalui Metode Bermain Tongue Twister*. Surakarta: Universitas Muhammadiyah Surakarta.
- Mukhlis. (2002). *Introduction to Bakhtin's Theory Language*. Tokyo: T.KuwanoTransl
- Mursidi. (2015). *Total physical response method in for teaching procedure text in listening skill*. Gorontalo: UniversitasNegeriGorontalo.
- Nugrahaningsi. (2007). *The Use Of Total Physical Response (Tpr) Method In*. Semarang: Digilib Unnes
- Richards.(2002). *History Heritage and Culture*. Jamaica: University of the west indies press
- Soebottom. (2017). *Language Teaching Methodologies*. Retrieved 02 21, 2017, from Frankfur Internasional School: file:///D:/proposal%20bismillah/METODE%20METODE.htm
- Sugiyono. (2007).*MetodePenelitianKuantitatif, Kualitatif : R&D*. Bandung: AlfaBeta.
- (2011).*MetodePenelitianKuantitatif, Kualitatif* . Bandung: Alfa Beta.
- (2013).*MetodePenelitianKuantitatif, Kualitatif : R&D* . Bandung: Alfa Beta.
- Susanti. (2002).*Penguasaan Kosakata dan Kemampuan Membaca Bahasa Inggris*. Jakarta:Balai Pustaka.