

## **V. CONCLUSIONS AND SUGGESTIONS**

### **5.1 Conclusions**

Finally, after conducting the research at the fourth grade SDN 1 Pasir-Ukir, the researcher concluded as follow:

- a. There was a significant difference of students' vocabulary achievement between those who were taught through TPR and ALM at the fourth grade SDN 1 Pasir-Ukir. The mean or average score of posttest in experimental class 1 is higher than experimental class 2 that was ( $83.20 > 70.83$ ). The mean difference is 12.37, meaning that the experimental class 1 gained 83.20 score, it was higher than experimental class 2 in both post test. Besides that, the significant value (2-tailed) of the post test in both classes was 0.000 that was lower than 0.05 ( $0.000 < 0.05$ ). Then T-value is higher than T-table ( $9.168 > 2.001$ ).
- b. Teaching vocabulary through TPR is better applied in helping the students to increase their vocabulary achievement than taught through ALM. Through TPR, the students knew the meaning by relating the object and performed action to the word commanded by the teacher in same time. While through ALM, the researcher still needed to give the meaning after presenting the words so that the students know the meaning from the teacher interpretation.

The conclusion above has been drawn based on finding during the research. It can be concluded that using TPR gives better result than using ALM in vocabulary achievement of the students.

## **5.2 Suggestions**

Based on the result of research and conclusion stated above, the researcher would like to give some suggestions for readers in general and especially for English teachers.

1. The teacher should be able to find and choose an appropriate method or technique in teaching English for elementary school students, especially in teaching vocabulary. TPR is one of the methods, which has been proved to be applied in teaching vocabulary. And this method is parallel to the children learning language from their mother tongue, in which no one tell them that the word should be said, but they will say when they are ready. Therefore, the researcher suggests that the teacher can use this method in teaching English vocabulary.
2. TPR can be considered for the English teacher to be used in teaching vocabulary effectively, in which the students can understand the words and meaning in the same time. but it require more teacher's energy. In which the classes will make many sounds when seeing the action, so that the teacher should be able to manage the classes with louder sound and more emphatic. Compared with ALM, the teacher must give the meaning of the words after presenting the text.

3. showing the object in the classroom could focus on the students' attention, and the object will be presented should be familiar in their environment. In giving the verb of commands through TPR, the researcher must use concrete command such as touch, point, choose, open, and touch, so that the teacher can avoid using abstract commands such as imagine, predict or guess, etc.

The researcher hopes the suggestions above can help English teacher of the elementary school to make their students learn vocabulary effectively.