

BAB V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and the suggestion of the research. There are two parts in this research. The first is conclusions related to the question of the result and the second is suggestions for teachers, students, and other researchers.

5.1 Conclusion

This research aimed to find out the implementation of the TPRS method in teaching vocabulary, students' perceptions, and problems in the implementation of the TPRS method at seventh grade students MTS Al Ikhsan Beji Kedungbanteng. The researcher drew three conclusions based on the research findings and analysis.

The first conclusion is about the implementation of the TPRS method. The method was implemented in three steps sequentially. There were establish meaning, ask a story and reading. These three steps are implemented well. In general, TPRS method was able to attract attention and make students focus during learning. The teacher actively encouraged students to repeat the target vocabulary by asking questions at each step in implementing the TPRS method. Through repetition, students' vocabulary increased. In addition, the students followed every instruction given by the teacher voluntarily.

The second conclusion was the student's perception on the implementation of the TPRS method in teaching vocabulary. From the result of the interview, it was

found that the TPRS method was fun. The method had a positive impact on students. Through learning using the TPRS method, students' vocabulary increased. Moreover, learning using the TPRS method was exciting and could motivate students. The students said that they do not mind if the TPRS method is used for further learning. Most students also said that they did not find any disadvantages in implementing the TPRS method. However, three students said that they were unfamiliar with vocabulary used in the story asking part because it was difficult to understand.

The last conclusion is about students' problems in the implementation of the TPRS method in teaching vocabulary. Based on the interview findings, students' problem was related to the disadvantages in the implementation of the TPRS method. The vocabulary used in the story in the story asking section contains vocabulary that students are unfamiliar with or are not high-frequency level vocabulary. It made students hard to understand the story in story asking part.

5.2 Suggestions

Based on the research findings, some recommendations are intended for English teachers, students, and other researchers.

First is the suggestion for the teacher. The story is an important part of the TPRS method. Therefore, the stories given to students should be adjusted to the students' abilities so that students can easily understand the contents. The teacher can use short stories that contain high-frequency levels of vocabulary. For example, it is a story that relates to students' daily life with students as characters in the story.

Besides being easy to understand, such stories can attract students' attention to focus on learning.

Second, suggestions for students. From the study results, students still experience problems implementing the TPRS method. In addition to actively following instructions and answering questions from the teacher, students should also actively ask and communicate the difficulties they face to the teacher. It can help students to solve the problems they face.

The last is for other researchers. This research still has many weaknesses. Therefore, the researcher suggests to the next researcher to explore using other instruments in collecting the data such as questionnaire. Furthermore, since this research is only focus on the implementation of the TPRS method in teaching vocabulary, the other researcher may study further in different focus on English learning.