

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

This study aims to investigate the improving of the students' English vocabulary learned through the TPR. This chapter concludes the purpose of the study, the summary of the findings, discussion of the findings, and recommendations are presented in the final part.

#### **5.1 Purposes of the Study**

5.1 1. To compare the learning achievement between the posttest scores and the pretest scores of the Prathomsuksa 4 students who learned English Vocabulary through Total Physical Response.

5.1 2. To investigate the effectiveness index of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response.

5.1 3. To explore the students' satisfaction towards the use of TPR method in vocabulary learning.

In addition, the questions of this study were assigned as following:

1. Is the posttest scores of the Prathomsuksa 4 students' English vocabulary achievement higher than the pretest scores?
2. What is the effectiveness index of the TPR in improving students' English vocabulary learning?
3. What is level of the students' satisfaction towards TPR?

The hypothesis of the study was determined to assume the results of the study. It was “the posttest scores of the Prathomsuksa 4 students’ English vocabulary achievement higher than the pretest scores.”

This study, the population were 129 Pratomsuksa 4 students in all 7 primary schools of Lamplaimat group 8, Lamplaimat District, under Buriram Primary Educational Service Area office 1, during the first semester of the 2013 academic year. The samples in the study were 12 Pratomsuksa 4 students at Nongkrok School, Lamplaimat District, under Buriram Primary Educational Service Area office 1 who enrolled in the first semester of 2013 academic year. They were selected by the simple random sampling technique. The research instruments were lesson plans, vocabulary achievement test, and a satisfaction questionnaire of the students towards vocabulary learning through TPR approach. The data collections comprised of 1) research design which this study was the experimental research using one group pre-test and post-test design, and 2) treatment procedures: first step the researcher proceed the treatment by giving the specific directions about teacher’s role as a model, students’ role, learning objectives, and assessment procedures. Second, the researcher took the pretest to 12 Prathomsuksa 4 sample students. The tests comprised of 20 items, 4 multiple choices, and lasted 30 minutes. Third, the researcher taught with the 12 TPR lesson plans and 12 teaching points lasted for 3 weeks. Each lesson plan covered 1 hour. The fourth step the samples were tested with the post-test with 20 items of English vocabulary achievement test to investigate the effectiveness of students’ English vocabulary learning through TPR. Finally, The researcher asked the samples to answered the satisfaction’s questionnaire to find out the students’ satisfaction towards their vocabulary learning through TPR. The collected data had analyzed by a statistical

software package such as mean, standard deviation, the dependent sample t-test had used to determine significant differences, and the effectiveness Index. Statistics used to analyze the collected data included of 1) the basis statistics, there were Means, Standard deviation, and percentage (%). 2.) Statistics for analyzing the quality of instrument comprise of the index of item objective congruence, difficulty analyzing, discrimination (r), reliability (KR-20), effective index. 3.) Hypothesis testing statistics used was dependent sample t-test

## **5.2 Summary the Finding of the Study**

In this study, TPR was used as a teaching and learning technique to improve the students' vocabulary learning. The summary of the findings based on the purposes of the study were in the following.

5.2.1 To compare the learning achievement with the pretest scores of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response (TPR).

The results of the study were presented the total of pretest scores at 111, the posttest scores at 195. This showed the development of students' English vocabulary learned through TPR at 84. The mean scores of pretest at 9.25, while posttest at 16.25, these showed the students' development in learning English vocabulary through TPR at 07.00. The percentage of pretest scores were at 46.25 and posttest were at 86.25. These showed the percentage of posttest scores higher than the percentage of the pretest scores at 40.00. The t-test value and the significant value of the pretest and the posttest were at  $P < .01$ . The results indicate that the mean scores of posttest were significantly higher than those of the pretest, which can be interpreted highly significance. These revealed that the students' performance in vocabulary was

improved. These results revealed the accordance with the purpose of the study which assigned to compare the posttest scores with the pretest scores of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response (TPR), and related with the hypothesis which assumed that the posttest scores of the Prathomsuksa 4 students' English vocabulary achievement were higher than the pretest scores.

5.2.2 To investigate the effectiveness index of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response (TPR).

The results of effectiveness index of TPR in improving student's English vocabulary learning when compared the posttest scores with the pretest scores had shown in the table 4.2 which the total scores of pretest at 111, the posttest scores at 195, the full scores were 200, the number of samples were 12, and the different scores between posttest with pretest were at 84. Actually the posttest scores were higher than the pretest scores. The effectiveness index was calculated and yield the result 0.6512, the percentage value was at 65.12 which was higher than the criterion set at 50.00. The results showed the improvement in English vocabulary through TPR method, and these report was exposed the accordance with the purposes of the study as follow: to investigate the effectiveness index of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response (TPR).

5.2.3 To explore the students' satisfaction towards the use of TPR method in vocabulary learning.

The level of the students' satisfaction towards TPR in the table 4.3 were shown that the percentage (%) of student's satisfaction in English Vocabulary learned through TPR was at 98.44, the standard deviation was at 2.3, and the mean ( $\bar{x}$ ) rating

scale level was at 4.92. The collected data showed that the level of rating scales was at “Most Satisfaction”, referenced to Best W. John method. In summary, the level of the students’ satisfaction towards TPR was at “Most Satisfaction”

The results of the vocabulary pretest and posttest revealed that it improved the students’ vocabulary learning. The students strongly agreed that the action as models, commands, and responses of the physique used in this study was an effective technique in vocabulary learning. They also stated the TPR was a good activity so they felt joyful and it enhanced their vocabulary, confident in using words with the actions and impressed the TPR activities. Moreover, they had absolute agree towards the used of TPR to make them satisfying. As mentioned above, it can state that the TPR technique was the appropriate technique for Prathomsuksa 4 students in learning English vocabulary.

### **5.3 Discussion of the Findings**

The findings based on the purposes of this study stated as follows:

5.3.1 To compare the posttest scores with the pretest scores of the Prathomsuksa 4 students’ English vocabulary learned through Total Physical Response.

According to, the results were shown that the students’ mean score of the posttest was higher than that of the pretest. This could be interpreted that the students’ competence in vocabulary learning were improved by using the TPR technique in vocabulary learned. Although, they had never taught vocabulary through the TPR technique. This result related with Asher’s theory that the method designed primarily for students in the early state of language acquisition, which is based on the

coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. On the other hand, Octaviany (2007 : 15) identified that TPR classroom, students responded to commands that require physical movement. Asher (2011) defined that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows long period of listening and developing comprehension prior to production. In addition, these results related with Hui-Ching Hsu and Chien-Hui Lin. (n.d; cited in Asher .1979) that TPR has been used successfully with students who are learning a second language. When TPR is used at an English class, the teacher gestures, models, and says the commands to the students, and the students respond by imitating the teacher. Moreover, the effectiveness of students' English vocabulary learning related to the guideline on website as TPR is a method of teaching language using physical movement to react to verbal input in order to reduce students' inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind.

In addition, this result related with the result found in the other studies such as Octaviany. (2007) studied the application of Total Physical Response in teaching English vocabulary to the forth graders of SD Negeri 04 Kerajankulon Kaliwangu Kendal Indonesia. She concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English

vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher. Moreover, Degregori and Trithart (2004) studied the ways does TPR promotes the retention of vocabulary in a Spanish II classroom at two different high schools in America. The finding in both school A and school B, students achieved higher scores on quizzes that tested them on vocabulary they had learned through TPR. Students also gave more positive feedback on lessons that were taught with TPR.

5.3.2 To investigate the effectiveness index of the Prathomsuksa 4 students' English vocabulary learned through Total Physical Response.

The result had presented the students' effectiveness English vocabulary learning through TPR. The posttest total scores were higher than the pretest total scores. This interpreted that the effectiveness of the students' vocabulary learning progress from the knowledge base after the learners have treated with the TPR. It related to the Department of Education (2545: 58) stated that the effectiveness index (EI) showed the progress of the students should be 0.5 or more.

Actually, the higher progressive of vocabulary learning from the appropriate learning and teaching process, related with the TPR method based on the natural approach. Students perceived the lesson from real situations, especially they imitated the models without pressure. They produced their learning language by commanding classmates and applied the other words to the various situations. These showed that after students learned through the TPR method, they more improved the vocabulary learning than before the treatment.

5.3.3 To explore the students' satisfaction towards the use of TPR method in vocabulary learning.

The results of the questionnaire indicated that the TPR techniques improved the students' performance in their vocabulary learning. According to Table 4.3, the mean scores of students' satisfaction ( $\bar{x} = 4.92$ ) revealed the most satisfaction in their vocabulary learned through the TPR techniques. This related to the theory of Morse (1953 : 27) who said that satisfaction means everything to reduce the tension of the person. Human who need something and get a response that will make them satisfy. Mulins (1985 : 280) also said that satisfaction is a person's attitude toward something which is associated with feelings of the person who has succeeded in both the volume and quality.

As a result, the rating scale of students' satisfaction was at the most satisfaction level because the TPR technique promoted students fun and happiness with the learning processes. They performed the activities when they understood the teacher's commands, they were guided when they did the wrong way. This made students were confident to act and showed off and made them satisfied to them.

#### **5.4 Recommendations**

The following recommendations were based on the findings of the study and divided into two categories: pedagogical implication, and recommendations for further study.



### **5.4.1 Pedagogical Implications**

5.4.1.1 TPR technique is effective for students to improve their vocabulary knowledge. Therefore, teacher should be encouraged to use it as a part of the English course.

5.4.1.2 To encourage students to learn vocabulary through the use of TPR, the researcher should conduct the study outside the classroom. The most important things, the relaxing atmosphere can encourage students to gain more vocabulary.

5.4.1.3 Learning vocabulary can become more successful if the teachers choose the words which are suitable for students' language level.

5.4.1.4 Teachers should perform the various activities such as role-play, games, and sing and act out with the songs to stimulate the students, and they do not get boring.

5.4.1.5 Teachers should encourage students to be confident to act and show the activities by giving them the admires when they do the right way.

### **5.4.2 Recommendations for Further Study**

5.4.2.1 Further research should be conducted on improving other English skills such as listening, speaking, reading or writing through TPR technique.

5.4.2.2 Further research should be conducted on vocabulary retention in the classroom through various strategies.