

CHAPTER V

CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter presents the point of this study including the conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

This research focuses on the question "what is the student's perception of the application of the total physical response (TPR) learning method in the classroom. TPR is one of the methods in teaching foreign languages that was first developed by James Asher, a psychology professor at San Jose University. Richards and Rogers (2011, p. 73) reveal that total psychological response (TPR) is a teaching method that is formed in the coordination of speech and actions in an effort to facilitate teaching through physical activity. The application of the TPR method in learning English in the classroom makes the class more fun, interesting, and provides new experiences for students. While the benefits of applying the TPR method in the classroom learning process include making students easy to understand the material, encouraging student motivation, encouraging student enthusiasm, making students more interested and active in participating in the teaching and learning process and can help improve students' understanding and vocabulary.

TPR in this study is one of the methods used by a teacher to improve the quality of students' English. The TPR method can make students more relaxed in learning English, reduce pressure on students while studying and reduce stress.

The TPR method is very easy in terms of language use as well contains elements of game movement so that it can reduce stress on students because of its problems faced in his lessons especially on when studying a foreign language (Sayd et al., 2018). Repetition of songs, word games and actions is very important for student's especially young students because this approach or familiarity brings confidence and will help them to remember words in English so that it can make it easier for them to develop their vocabulary in English or other foreign languages (Reilly and Ward, 1997). As the language classroom is full of movement, songs and movement or stories and movement, they always have fun and they can always keep their interest in the process (Mirici, 1999).

This is as per Widodo's hypothesis in Meza and Ananthia (2015) adding that TPR is a language learning strategy that trains understudies the capacity to tune in and answer the objective language or jargon given by the educator as actual work. TPR The strategy is a language learning technique that is in the coordination of the kid's tactile capacities to answer through active work as requests or orders so youngsters are effectively involved. The growing experience utilizing this strategy is essentially as regular as a kid learning his native language and is truly adaptable.

Involving the TPR strategy in instructing English to youngsters is exceptionally fun and fun, doesn't need a lot of readiness or materials, extremely powerful for teens and youthful students, reasonable for sensation students to be dynamic in class, simple to recollect for understudies to recall expressions and words well, and functions admirably with blended capacity classes (Sophaktra,

2009). The utilization of this strategy enjoys many benefits and advantages for understudies who need to learn, particularly in unknown dialect illustrations. The upsides of involving All out Actual Reaction in English educating and learning exercises: (1) it is fun, such countless kids appreciate taking part in this kind of instructing and growing experience, (2) it can assist understudies with recollecting English words and articulations, (3) can be applied in huge classes and little, (4) appropriate for youthful understudies as well as grown-up understudies, (5) reasonable for dynamic understudies in class (Rokhayati, 2017).

With the application of the TPR method in learning English in the classroom, the teacher will find it easier to find out what students need in the classroom learning process. After the teacher knows this, the teacher can determine their teaching and learning plans and methods, whether the application of the TPR method in the classroom can provide a positive or negative increase in student interest in learning. The application of the TPR method in classroom learning provides many advantages for students, namely fun, helps in the teaching and learning process, helps add new vocabulary, is easy to understand the material, easy to know what students need, easy to explore the material provided, and makes students more active in the classroom.

However, the TPR method also has weaknesses, namely it is too monotonous, relies too much on games, videos, and pictures, focuses too much on active students and does not allow students to express their opinions.

5.2 Limitation

In collecting the data of this research, the researcher encountered several obstacles. First, the researcher used the Google form application for reflection to provide detailed information about students' perceptions of the use of the TPR method in the learning process which made students confused to answer questions from the reflection so that they did not provide complete answers. The researcher should explain how to answer the reflection first and the researcher should add a few interviews to the students in order to get better and more complete information in accordance with the reflection question regarding the application of the TPR method in the learning process that has been provided.

Second, researchers must be able to further analyze the questions that will be given to students so that students can easily understand these questions so that they are able to answer correctly based on reflection questions. And finally the researchers did not explore other aspects such as the TPR method practiced by students related to the application of the TPR method in the learning process in the classroom even though there are still many aspects that can be explored that can activate students' perceptions of the application of the TPR method in the classroom Learning process in English class.

5.3 Recommendation

After the research, the researcher gave several recommendations to teachers, especially English teachers, especially in the English department at IAIN Kendari and also English teachers in general and other researchers. Based on the research, students expressed opinions about the application of the TPR method in the

learning process in English class, students gave positive opinions. Therefore, researchers recommend TPR for English teachers in general, especially English teachers at IAIN Kendari to apply this application as a method to help students in learning English in the classroom. However, if you want to apply the TPR method in the process of learning English in class, think about student suggestions. As a researcher who applies this method, he provides suggestions based on students' perceptions that in the learning process the teacher must be active and pay attention to all students, including those who are not active and allow students to imagine. Then the teacher must provide opportunities for students to imagine and express their students' opinions.

The next suggestion is for other researchers. The researcher gives advice to further researchers because this research only focuses on the application of the TPR method in the learning process in the English class about what students' perceptions of the application of the TPR method are in the teaching and learning process. This research can be used as a basis or reference for those who will conduct further research. Other researchers can conduct research that may be further on other aspects of the application of the TPR method.

5.4 Pedagogical Implication

This finding reveals that the application of the TPR method in the learning process in the English class does not have a positive impact but also has a negative impact on the student learning process. The results of this study can be a benchmark for lecturers, students and further researchers, especially in English. Lecturers or other teachers can use the TPR teaching method in the teaching and

learning process in the classroom to ease their affairs and make the teaching and learning process easier and more practical.

This research is expected to make it easier for students to understand the material and minimize the material that has been given by the teacher when learning English in class while making the class fun so that there is no need to focus on textbooks which will make learning fun from a very boring classroom atmosphere. Therefore, in this study the teacher plays a very important role by giving examples to students in the form of speech and movement, then children are encouraged to speak and move to demonstrate when they are ready to speak, when there are children who do not understand the teacher must be ready to speak. Helping children and teachers are also tasked with monitoring the progress of student achievement in learning English, especially in the development of their vocabulary.

Students should know that being active in English class is very important. In this context, students must see it as a factor that can motivate them to speak again and become more motivated to be more enthusiastic and active in the classroom. Thus, students must be active in teaching English. Furthermore, to be able to improve English easily, students must always be confident and not afraid to try. The students must also pay attention to any explanations or instructions given by the teacher. So, students can better understand what their teacher is saying and can create a comfortable and also very pleasant atmosphere without forgetting the nature of the learning objectives themselves. Then, students must be brave enough

to ask their teacher in English. This can make students speak English fluently in class and can develop their motivation specifically

For future researchers, this research may be an inspiration in developing TPR methods in other majors. This research can also be used as a reference. In addition, the researcher gives suggestions to other researchers or further researchers to conduct research with different models from the others.



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