

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provides the conclusion and the suggestion for this study.

5.1. Conclusion

Based on the findings and discussion in this study, several conclusions can be drawn:

1. In an EFL classroom, the Total Physical Response (TPR) method can help seventh-grade pupils become more proficient in English vocabulary. Through physical motions, modeling, and contextualized instructions, the application of TPR promoted active student participation, boosted enthusiasm, and decreased fear, making it easier for students to comprehend, remember, and use terminology. Throughout the learning cycles, students showed quicker answers, more accurate pronunciation, and improved understanding of vocabulary connected to everyday activities and place-specific prepositions. In terms of outcomes, students' average scores increased significantly from 58.47 in the pre-test to 82.35 in Post-test Cycle I and rose further to 88.59 in Post-test Cycle II, accompanied by an increased number of students achieving the Minimum Mastery Criterion (KKM). These results indicate that TPR supports better retention, recall, and application of vocabulary and can therefore be considered an is able to instructional method for promoting vocabulary mastery among junior high school learners.

2. Despite its ability to improve, the implementation of Total Physical Response (TPR) presented several challenges in the classroom. First, some shy or low-confidence students participated less actively, especially when they were required to give verbal commands during pair-work or role-reversal tasks. Second, several target vocabularies were unfamiliar to students, so the teacher needed extra modeling, demonstration, and repetition before students could respond correctly. Third, participation among students was uneven; more active students dominated TPR tasks while quieter students tended to follow rather than lead, resulting in unequal opportunities for vocabulary production. Lastly, TPR activities required more time and careful planning because multi-step commands and transitions took longer to execute. These findings indicate that although TPR fosters engagement and supports vocabulary learning, teachers must anticipate affective, cognitive, and time-management constraints when applying TPR in junior high school contexts.

5.2. Suggestions

Based on the above conclusions, the following recommendations are proposed:

1. For Teachers

- Incorporate Total Physical Response (TPR) regularly into vocabulary lessons to increase student engagement and retention.
- Combine Total Physical Response (TPR) with other teaching techniques (e.g., storytelling, role-playing, visual aids) to maximize effectiveness.
- Anticipate classroom management challenges by preparing clear instructions and structured activities.

2. For Students

- Actively participate in Total Physical Response (TPR) based activities to reinforce vocabulary understanding and usage.
- Practice vocabulary outside of class by connecting words to daily activities and routines.
- Collaborate with classmates during Total Physical Response (TPR) activities to build confidence and communicative competence.

3. For Schools and Curriculum Developers

- Encourage the integration of student centered methods such as Total Physical Response (TPR) into the English curriculum.
- Provide training and workshops for teachers to improve pedagogical readiness in implementing Total Physical Response (TPR).
- Allocate sufficient time and resources to support interactive and movement-based learning approaches.

4. For Future Researchers

- Conduct further research on the long-term impact of Total Physical Response (TPR) on vocabulary retention and communicative competence.
- Explore combining Total Physical Response (TPR) with digital or multimedia tools to improve learning outcomes.
- Investigate how Total Physical Response (TPR) can be adapted for different age groups, proficiency levels, and classroom environment.