

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

The study aims to investigate how teacher implements TPR, which collaborates with VAK learning style in teaching vocabulary to young learners. Based on the findings, it can be concluded that in the implementation of TPR, which combines with a visual kinesthetic learning style, the participant begins lessons by showing flashcards or pictures and having students perform matching actions. The participant also incorporates fun activities like miming and miming games to enhance vocabulary retention through physical movement. Interactive games, such as "Guess the Action," keep students engaged and make the learning process enjoyable, ultimately helping students understand and remember vocabulary more effectively. Meanwhile, when teaching vocabulary using the auditory-kinesthetic learning style, the participant incorporates countdowns and songs as part of the TPR method, mixed with listening and movement. The countdown helps manage the classroom by signaling transitions between activities, allowing students to settle down quickly. Additionally, songs make learning enjoyable and assist children in memorizing vocabulary. Singing along with corresponding actions engages students both aurally and physically, improving students' ability to remember and use the vocabulary effectively. Moreover, the participant implements TPR, which combines with VAK learning style by using short video that tell stories about children's daily routines to teach vocabulary, pausing at key moments to highlight specific words and their meanings. He engages students by having them perform the actions shown in the video, which helps them connect words to physical experiences.

This research contributes theoretically to the field by enriching existing theories and literature on TPR, English vocabulary, young learners, and VAK learning style. Moreover, this study contributes practically serves as a reference and consideration for using TPR as a teaching method for vocabulary instruction in young learners, particularly when integrated with the

VAK learning style. Furthermore, provides more insight and understanding of how the teacher implements TPR in the learning classroom which collaborates with VAK learning style. Therefore, this research can be beneficial for further research in related fields.

## **5.2 Suggestions**

The researcher recognizes that the study that has been completed still needs improvement. For that matter, any suggestions or criticism will be extremely beneficial in helping the researcher to do future research more effectively. Further research on deeper context, particularly in the context of the use of TPR, which collaborates with diverse learning styles to achieve their goals collectively while also gaining an understanding and developing to be better. The researchers suggested using a larger sample size of participants so that the results would be more varied and credible.