

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

There are some conclusions which are drawn from the research questions, as follows: (1) how do aphasic students acquire their vocabulary? (2) To what extent does TPR assist aphasic students to acquire vocabulary?

- 1) aphasic students were acquired the vocabulary by hearing the teacher's speaking. Almost of the aphasic students said that they knew the vocabularies from the teacher. It could be seen the vocabulary that they were got from the school (SKHN 01 Kab. Tangerang); the teacher had to know what the students' like and dislike such as the aphasics more interesting in learning using color pictures, learning by doing (creativities) and wait their mood to start the lesson.
- 2) Total Physical Response (TPR) was effective to assist aphasic students in acquiring the vocabulary. The teacher also emphasized the learning method (TPR) was affect the aphasic to learn the new vocabulary on her interview. She also uttered that Total Physical Response was the suite method to apply in other lesson not only for English lesson.

B. Suggestions

After doing the research in SKHN (Sekolah Khusus Negeri) 01 Kabupaten Tangerang; the researcher would like to give some suggestions:

1. For the teacher:
 1. The teacher should be able to know the students' conditions before starting the lesson; whether the students' mood or not. After knowing the causes exactly take the step to start the learning.
 2. The teacher should be able to apply the suit method for aphasics to acquire the English vocabulary in order to make the students interest. And also should utter the vocabulary by loud voice in order to make them response in learning vocabulary. Because they acquired it by hearing.
2. For the Students:
 1. The students should have good motivation in entering the class.
 2. The students should be able active and follow the teacher's command.
3. For the School:
 1. The principal should be noticed the students in English lesson, not only forward the skills but also the language lesson of disable students.
 2. The principal should be divided the English lesson three times per week evenly; not only one time per a week.
4. For the next Researcher:

For further researcher who only wants take the simile theme of Aphasia or other disabilities; they should think harder before starting the research. They should have the references before conducting the research. Because the limitation of the references will make confused. Search the references on Journal even on the E-book, Make sure the

place of the research to make an easy way to get the data in it. Next, Make the decision to the school that you targeted, whether received or not. Might be the place that you targeted refuse you because several causes. Therefore, before apply the place the further should be done the observation to get the decision of the principal.