

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion drawn from the results of the study. Some suggestions are also revealed for the next similar studies.

5.1 Conclusions

This study is aimed to find out if Multiple Intelligence (MI) theory has been attended to by the teacher in the classroom, the advantages and the barriers encountered by the teacher of implementing MI theory in teaching English to young learners. Data found in this study support previous research that MI theory is effective in developing individual capacity (see Chen, 2005; Dewi, 2007; Elroy, 2008; Komariah, 2007; Marliani, 2007; Paridawati, 2007; Suhartatik, 2008; Sundusiah, 2005)

From the data obtained through observation, interview and document analysis, it is found that the teacher subconsciously employed MI theory in teaching English to young learners. It is proven from the teaching strategies used that are based on MI theory. These teaching strategies used are brainstorming, rhythms, raps, songs and chants, body answers, kinesthetic concepts, visualization, classification and categorizations, peer sharing, choice time, and personal connection.

There were some benefits of implementing MI theory in classroom: (1) accommodating students' different strengths and (2) creating a fun and meaningful learning atmosphere. MI theory acknowledges individual strengths

and therefore it enables students to maximize their learning process through their strengths.

However, in implementing MI theory, there were two major barriers encountered by the teacher: (1) the lacked understanding in MI theory and (2) the teacher lacked experiences in handling young learners. As the implications, not all intelligences are covered in the teaching-learning process. Moreover, the classroom management is not well organized.

5.2 Suggestions

The following are some suggestions for those who are interested in conducting similar studies:

1. This study can be conducted in a multiple intelligence-based-school to get an in depth picture on how multiple intelligence theory is implemented in the teaching-learning process.
2. This study can be conducted in some other methods i.e. experimental method where the researcher himself plans the learning activities.
3. Students from other level can be involved in this study, i.e. junior or senior high school students as they have different characteristics from young learners.