

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comprises two segments, conclusion and suggestion. The conclusions are drawn from the research findings and discussion of the study and suggestions for further researchers are provided in this chapter.

5.1. Conclusion

This study was objected to exploring the (1) the implementation of the interactive teaching media in enhancing young learners' speaking activity in Beginner Level of EYL class; (2) the occurrences of the speaking type; and (3) the students' responses towards the implementation of the interactive teaching media.

The implementation of the interactive teaching media has now been used in many countries, including Indonesia. Despite the fact that there are many obstacles, it was proven in this research that either students and teacher could attain the benefits from its implementation. Students, in general, like this technique because of its novelty; yet for some reason, its disadvantages also existed if teacher were unwell-prepared for the students reaction towards this teaching method. For example, in the fourth meeting, when students were keen on answering questions, teacher had no preparation to make rule and shocked. The result was chaotic situation in the classroom.

The benefits from this video lesson, which were rich with language input, could help students building the context, songs, gesture, and various characters,

was that ultimately students could develop their speaking skills, even the types of speaking were limited to responsive, imitative, and intensive. This method was able to motivate the students to perform better and they were eager to try, voluntarily participate, and give contribution in the classroom. They even could correct each other without being asked. Beside these benefits, the implementation also brought some disadvantages into surface. One of the disadvantages was that the decision to use the video with subtitle could hinder students who had good reading ability to mispronounce words.

The Brown's type of speaking that occurred was dominated by the responsive speaking type; yet, it contributed in the initial meetings, the first and second meetings. It was due to the cold situation between students and the teacher and students unwillingness to participate in the classroom. After students and teacher had been acquainted, the developed speaking types were improved well. Started from the imitative speaking type, intensive speaking type, and extensive (monologue) speaking type. The contribution of routines also gave benefit in the occurrence of the Brown's type of speaking. When a student was used to do the routines, orally and physically, he or she sometimes subconsciously said or did something.

Some problems also occurred in the implementation of the interactive teaching media. Those problems, in this research, could be segmented into two categories; technical and teaching process problems. In the technical issues, audio system and the classroom surroundings occurred several times but it could be overcome teacher's well preparation and plan. In the teaching process, the

problem that often happened was the over-excitement and the given tasks. The over-excitement student might force other students to do their work faster or disturb them but as long as teacher made a pact with them about time limitation and regulations in the lesson, they could be easily reminded.

Regardless of the problems teacher encountered during the lesson, students' responses were quite positive towards the implementation of the interactive media. Even negative responses occurred in large numbers, it only happened in the first and second meetings. Based on the interview, those negative responses were resulted from the teacher's sudden existence. When students shown negative responses, the learning process might be really difficult to develop, including the speaking type. Once the students felt comfortable with teacher's presence, the learning process developed well, flown like water. They would try to do something, accomplish the given task, and speak in the target language. Speaking in the target language was not an instance process. They made mistakes but they managed to corrected their mistakes, sometimes by other students' aid. In short, the students' responses affected their achievement in the learning process.

5.2. Suggestion

After finishing the study, there are some suggestions that might be fruitful for further investigation regarding the implementation of the interactive teaching media. The suggestions are recommended as follows:

1. It is expected that in young learners' class, teacher uses the implementation of the interactive teaching media because it was helpful to help students building context in speaking skill.
2. It is recommended for teacher who is going to use this interactive teaching media to find better video that is rich with language input, updated, and motivating. Besides, the given task form should be more attractive, meaningful, and, in the same time, challenging.
3. It is urged to teacher who is going to implement interactive teaching media to take students' reading and listening skills into account because video, especially with subtitle, could obstruct student's development.
4. It is suggested to make a good viewing condition. Teacher who is going to apply this interactive teaching media has to check the devices and the situation outside the classroom.
5. For further exploration, upcoming research can extend the investigation on the implementation of the interactive teaching media by using older or younger sample with various context and videos.