

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the summary of research findings interpretation and suggestions for follow-up actions. It consists of two major areas: first, conclusions of the study; second, general recommendations for change and further research. To sum, the combination of children poetry as language resource and appropriate methodological instruction benefited the EFL young learners' holistic development. Thus, the study suggests the use of children poetry in EFL teaching particularly in the context of Indonesian elementary education.

5.1 Conclusions

Finally, the study provides an instructional model of teaching English to EFL young learners by making use of children poetry as a language resource. The children poems were selected by considering the EFL young learners' potential to understand the texts. In addition, the classroom activities were arranged by making them suited to the selected poetry, the nature of children, and the appropriate teaching approaches. Thus, it can be said that the instructions were carefully developed.

Many insights were derived while and after exploring the teaching process. Using children poetry as a language resource in EFL class dealt with not only linguistic development but also the whole aspects of young learners including their cognitive, emotion, social, moral, and physical. Moreover, communicative purpose, in fact, was reached. Using children poetry, an authentic material, was able to encourage the EFL young learners to communicate their ideas and feelings either in oral or written form. They made many interactions with teacher, their peers, and the poetry. These interactions facilitated them to

develop their language proficiency, to share their thoughts and understanding, then finally to discover the poetry meaning.

Furthermore, the EFL teaching got different colors. Children poetry made it more than simply a technical exercises but a critical and creative learning. Hence, the EFL young learners were interested and showed a high involvement in this literary text as well as the classroom activities. The instructions appreciated personal diversity and helped the EFL young learners' potentials to develop. Therefore, the young learners' positive attitude toward poetry bloomed.

Since a predetermined reaction was avoided, diverse responses to children poetry and the instructions appeared. It was a democratic and tolerant experience in which the children were able to give their thoughts and to respect other opinions. The young learners were involved in a thinking process and produced different ideas. They felt the emotion of a poem and recognized the musical sound, which is useful to sharpen their perception. Besides, they also acquired language-related and possibly other factual knowledge. Thus, the EFL young learners found their learning interesting and educating.

Overall, perhaps the most valuable connection of using children poetry in EFL teaching to the children lives was that it improved their reading habit. Having interaction with the poetry in the classroom encouraged them to read it out of the class. They opened the teacher's personal anthology of children poetry and read the poems in their home without being instructed. It is a firm foundation for a lifelong reading habit.

5.2 Recommendations

The study contributed to fill the absence of instructional method of teaching English to EFL young learners through children poetry. It also developed an understanding of the teaching and learning process as well as of the importance

of employing children poetry in EFL teaching. Thus, there are some future implications suggested to the following three parties.

First, it is hoped that the decision makers in EFL teaching can consider children poetry to be included as one of official language resources for EFL young learners. Under the power of literature in general, children poetry can be explored to take part in the fulfillment of national educational goals which emphasize character education in elementary level.

Second, the study provides an instructional design, so teachers that are willing to employ children poetry as teaching material can refer to it. The study gives reference to the teacher's roles, the arrangement of classroom activities by making use of children poetry, and to the poetry selection. Moreover, for the beneficence of EFL young learners, it is hoped that EFL teachers could start to empower this literary text in their classes, so that a developmentally appropriate instruction for young learners could be implemented.

Third, for other researchers, the study under the topic of using literature to teach EFL young learners is still open widely especially for Indonesian context. There are many interesting topics that can be investigated such as the development of instruction, children's response to children poetry, the three-way interaction in literature or poetry study, and so on. However, this study was conducted in an in-formal context and involved a small number of EFL young learners. In fact, the elementary education in Indonesia commonly has large number of students in one class. Such situation actually can be solved by forming small groups and teacher circulates to them to ensure the student-student interaction and students-text interaction running well. Therefore, it will be interesting to investigate the phenomena that are possibly appeared in such formal class.