CHAPTER V
CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This final chapter outlines conclusions of the major findings and recommendations for practice and additional research. In the conclusion section, the major findings of the research are presented in terms of each research questions. In the recommendation section, suggestions are given for classroom practice and future studies on multiple interaction activities.

5.1 Conclusions

This study investigates the teacher's approaches to teaching poetry to EFL young learners and how the approaches impacts on students' literary experience. From the findings, as presented in chapter IV, the conclusions can be drawn as follows.

Firstly, in relation to the approaches employed by teacher to teaching English through poetry, it was found that the teacher employed an integrated approach in her teaching. The approach integrated Language-Based Approach (LBA), Reader-Response Approach (RRA) and Information-Based Approach (IBA).

Meanwhile, there were no best approaches among the three. The best approaches are the approach that is worthy in accomplishing the objective of the teaching. Teacher's knowledge about the approaches to teaching literature and to whom the approaches apply is the most important one. It is affected on teaching materials selection, classroom instruction and students' work evaluation.

Thus, the employed approaches were adapted with the objective of teaching in each meeting, when the teacher focused the teaching on the language, so the Language-Based Approach (LBA) was used as the approaches in her teaching. When the objective of teaching focused on encouraging learners' motivation to read by relating the themes and topics in a literary text to his/her own personal experience, the Reader-Response Approach was employed. Ownership is important in young learners' language development. If children feel they are constructing their own personal model of how English fits together, they will remember more of what they learn. One purpose of teaching poetry to young learners is to develop their sense of personal ownership of what they have learned. However, feelings, emotional involvement and personalizing language are essential as the initial desire to learn something start inside the learners. While Information-Based Approach (IBA) is one ways of teaching knowledge about poetry, it helped learners to connect the new information and their experience. This approach is seen to offer a source of information to students for personalizing the language. Because of the respondents of this study are young learners, the teaching materials are adapted to learners' English proficiency in this level. It consists of short and simple literary text in form of poetry.

Secondly, related to the students, the impacts of the use of the approaches on students' literary experience were also investigated. In the analysis, it was found that the approaches utilized in the classroom impacts on students' literary experience in term of critical thinking, valuable language skills, and personal enrichment.

5.2 Limitations

After conducting this research, several limitations were found. One limitation of the study has been the small number of participants in this research

due to the complexity of the analyses. Another limitation has been the absence of crosscheck of data analyses to peers.

5.3 Recommendations

Based on the findings of the study, the researcher gives some recommendation for classroom practice and future studies to teaching English by using poetry. The study contributed to fill the absence of instructional method in TEYL through poetry. It developed an understanding of the teaching and learning process in employing approaches in TEYL. The recommendations are aimed for further research, teachers, lecturers and academicians. Thus, there are some future implications suggested in the following.

First, this study was conducted in a children English course. It means that it was an informal classroom whereby the class was easy to control because of a small number of students. In Indonesian context, the elementary education commonly has large number of students in one class. This situation requires different techniques in controlling students. It can be solved by forming small groups and make sure the student-student interaction and the student-text interaction running well. Moreover, it is hoped that for the further studies, it will be interesting to investigate the phenomena that are possibly appeared in such formal class.

Second, for teachers, they need to know the approaches in teaching literature. Different objectives of teaching require different approaches. The teachers who are willing to employ poetry as teaching material should know how to provide an instructional design. They should know the teachers' role, students' activity, and the poetry selection in teaching. Therefore, teachers' skill in implementing the approaches in teaching literature is important in applying the appropriate approaches in literature-based teaching.

Third, for lecturers, it is important for lecturers in English education faculty to introduce poetry as the teaching material for young learners' to candidate of English teacher. Poetry is also one of authentic teaching material in teaching English.

Fourth, for academicians, it is suggested that training English teachers (for young learners) is needed to improve method and approach of teaching literature to promote an effective teaching environment in literature class.