

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the entire conclusion and provides suggestion of the study. The conclusion is drawn from the research findings and discussion while the suggestions is provided as a contribution for further learning and research related to the implementation of theme-based teaching to young learners.

#### **5.1 Conclusions**

This study was conducted to find out the implementation of theme-based teaching in teaching vocabulary to young learners. It was aimed at investigating how theme-based teaching could improve young learners' English vocabulary and what are the students' responses towards the implementation of theme-based teaching. The data collection was conducted through vocabulary assessment, observation from video recordings and field notes, and also from questionnaires. The conclusion could be drawn as follows.

There were some findings related to the young learners' vocabulary improvement based on the implementation of theme-based teaching. The findings indicated that the implementation of theme-based teaching could improve young learners' English vocabulary. The data from the assessment during the treatment and in the test section showed that the students' vocabulary was improved in terms of word identification, word meaning and the word use.

In terms of word identification, the students could pronounce the word better from time to time which was seen from the observation from video recordings and teachers' note during the test section. In word meaning aspect, the students were also could recognize the meaning of the words better after they learned it several time. And the last, in the word use aspect, their ability to use the words known in a context of speaking were getting better each time.

Those improvements were supported by the principles of theme-based teaching and the principle of teaching vocabulary that had been applied in the teaching and learning process. The assessment part that was conducted by

considering young learners' characteristics could also support the students' vocabulary improvement.

Besides of those findings, the data gained from the questionnaires and field notes showed students' positive response towards the implementation of theme-based teaching. It was shown that they had strong interest in learning English that increased after the implementation of theme-based teaching. It could be supported by the findings that they actively participated during the lesson. They also gave positive response towards the themes given. They argued that the themes given were suitable with their interest, their level of proficiency and their daily life.

Those findings related with their view that theme-based teaching could help them to learn English vocabulary in an easier way and more vocabulary could be learned by the use of theme-based teaching. This point was supported by the observation result that they were able to work independently and cooperate with others in pair or group work. Moreover, they were also willing to use themes for their next English learning.

## **5.2 Suggestions**

Based on the findings of this study, there are some suggestions in relation with the implementation of theme-based teaching that hopefully can be useful for teachers who want to conduct theme-based teaching in their classroom and also for researchers who will conduct a study in the same topic.

For teachers who want to implement theme-based teaching in their classroom, it is important to set a theme that suits with children interest and needs. It is suggested that the teachers choose the themes that are familiar with the students and have been discussed with the students beforehand since it can raise students' motivation and their interest in learning English.

Furthermore, the teachers should provide various activities which can maintain students' interest during the lesson. It is important since the students might be bored by the materials that only focus on a certain theme.

For the researchers who will conduct a study with the same topic, it is suggested to select the vocabularies carefully so it can suit the students' proficiency level. It is also suggested to provide various ways and context in introducing the vocabularies so the students may expand their vocabulary knowledge. However, it is recommended to conduct research in a longer period to give better result and better picture of the implementation of theme-based teaching to improve young learners' English vocabulary.

