CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents two sections which covers conclusions and recommendations for further research. The conclusions sum up the research findings and discussions in the preceding chapters. Possible recommendations for further studies dealing with the issue are also presented as well at the end of the chapter.

5.1 Conclusions

Based on the findings, the research concludes that three important aspects of theme-based teaching were provided by teacher which covered theme, content and language learning tasks. The teacher developed the three important aspects of theme-based teaching through a curriculum cycle consisted of Building Knowledge of Field, Modelling stage, Joint Construction stage and Independent Construction stage.

In implementation of theme-based teaching, the selected theme provided by the teacher was Famous Artist. The theme was divided into three specifics topics including International Artist, Indonesian Artist and My Favorite Artist. There are the explorations of theme, content, and language learning task found in each stages of curriculum cycle.

In Building Knowledge of Field stage, the theme was developed into International artist topic. The teacher explored the topic by using a task to find out some international artist through some activities such as brainstorming, guessing pictures, and explanation of vocabularies related to describing people which was consisted of physical appearances, trait, job and behavior.

In Modelling stage, the theme was developed into Indonesian artist. The teacher explained the linguistic features and schematic structure of Descriptive text. In explaining the linguistic feature, the teacher focused on Present tense

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which only described about people's physical appearances, trait, job and behavior. The teacher also introduced a model of Descriptive text by giving a text related to Indonesian artist. The teacher also provided an exercise activity in order to check the students' knowledge toward linguistic features and schematic structure.

In Joint Construction stage, the teacher divided the students into some groups to construct a descriptive text collaboratively according to selected topic. At the beginning of this stage, the teacher explained the instruction to the students. In this activity, the teacher provided a web-worksheet as a guideline for students to arrange some sentences and construct those sentences into a complete descriptive text. In this stage the teacher approached and checked the students' progression in constructing the text. The teacher also provided a consultation with the students if they found some difficulties.

Finally, the teacher asked the students to construct a descriptive text in Independent Construction stage independently. In this stage, the topic was My Favorite Artist so the students were asked to construct a descriptive text based on their interest. In the end of stage, a playing game activity was examined by the teacher to build fun and interesting language learning while reviewing the whole teaching-learning process.

The advantages of theme-based teaching found in this implementation were the advantages of using theme-based in teaching writing descriptive text are helping students in learning vocabulary, providing language learning through 'communicative stretching', providing discourse skills learning, students can use many information texts, encouraging students' motivation to precision in language use, and producing outcomes from theme-based learning (Cameron, 2001).

In addition, the disadvantages of using theme-based teaching in teaching writing Descriptive text found during the implementation were theme-based teaching demanded the teacher to find out an appropriate theme and theme-based teaching have to be designed from a complexity to a holistic teaching. Therefore, theme-based also demanded the teacher ability and competences to explore the selected theme and has a good control from the teacher to keep the theme still in line.

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5.2 Recommendations

Considering the findings of this study, the researcher recommends:

1. Recommendation for further research

   It would be useful for further research be conducted in a wider scope of different areas. In addition, it also would be more useful if the further research could examine the research in integrating different skills besides writing skill.

2. Recommendation for teacher who will implement theme-based teaching in teaching writing.

   Regarding to the findings during the implementation of theme-based teaching, it would be more useful for teachers who will implement theme-based teaching to plan the implementation with a consideration of theme selection and time constrains.