

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the conducted research and the suggestion for the further research with the same or similar topic.

#### 5.1 Conclusions

This paper has given an account of the implementation of Project-Based Learning Approach in young learners classroom. In this investigation, the aims were to discover: (1) the speaking activities conducted by teacher in teaching speaking to young learners through PBL approach; and (2) the teacher's purposes in conducting those activities as well. Based on the data analysis, some conclusions can be drawn as the following.

First, this study has shown that the teacher conducted 10 kinds of speaking activities from the five categories of classroom speaking performance suggested by Brown (2004) and one kind of speaking activities outside the list. They are: *drilling, directed response, sentence/dialogue completion, picture-cued, translation (of limited stretches of discourse), question and answer, discussion, games, oral presentation, retelling a story, and singing a song*. In this case, *drilling, directed response, picture-cued, and question and answer* were the most frequently used speaking activities conducted by the teacher.

Second, relating to PBL, the teacher has several purposes in applying these activities which are categorized based on fluency and accuracy aspects. The

purposes focusing on accuracy aspects are (1) to help students memorize the material longer; (2) to help students understand language element; (3) to introduce the written form of the language; and (4) to teach students pronunciation and vocabulary; whereas those focusing on fluency are: (1) to give feeling of security and confidence; (2) to accommodate students' multiple intelligence; (3) to give guidelines to talk; (4) to accustom students to interact and communicate with others; (5) to give time to plan the presentation; and (6) to increase students' mood. In addition, there are also two purposes centred on both aspects, namely: (1) to evaluate students' linguistics competence and (2) to evaluate students' mastery of the subject and language skill.

It has shown that PBL approach has rich speaking activities in the classroom. Unlike the communicative approach which focuses on interactive category of classroom speaking performances only, such as *language games* and *role play* (Freeman, 1989:135-137) PBL approach allows more categories of classroom speaking performance suggested by Brown (2004) to take place.

Besides, from the categorization of the teacher's purposes, the speaking activities in PBL focused more on fluency aspects which are relevant to young learners as they learn better through meaning and interaction. In case when there were also activities focused on accuracy, they were conducted to scaffold the children in presenting their project at the end of the lesson.

## 5.2 Suggestion

The findings have important implications for developing the techniques in teaching speaking to young learners as it provides a holistic description of how certain speaking activities conducted in the classroom, the teacher's purposes in conducting those activities, how the activities were conducted, and how they fit to young learner's characteristics.

However, a number of important limitations need to be considered. First, with a small site range, caution must be applied, as the findings might not be transferable to all grade of elementary school. Second, the writer only did the observation for 5 weeks or in one period of the project making meaning that there might be more various activities conducted by the teacher in case if the students make other projects. In other words, the kinds of speaking activities conducted by the teacher may depend on what project the students are making.

Thus, the writer suggested that further study to conduct similar research involving more participants in higher or lower grade as well as investigating the overall classroom interaction during each activity to gain more rigorous detail of students' oral performance. Additionally, the research may be undertaken to investigate the media or learning aids used by teacher as well as the assessment process.

As for teachers, the implications of these findings may motivate them to use PBL approach in designing lessons for teaching speaking to young learners since it provides rich speaking activities needed by students to enhance their

communicative skill. Besides, the activities have their own purposes from which teachers may choose them based on their needs.

Nevertheless, there were some challenges appeared during the implementation of PBL. First, we must be aware that not all students have the expected linguistic competence or same prior knowledge. Therefore, knowing students' language capacity is very important before designing the activities or choosing the content for the learning. Second, different student may have different interpretation of the concept. Thus, teacher may limit the concept by giving example and context. Third, not all students have high self-esteem and confidence to talk during each activity so that some of them may remain silent during the class. In this case, the teacher may help those trying things out by eliciting as much oral performance as possible from them.

### **5.3 Concluding Remark**

This chapter is the last chapter of the research in which the conclusions of the conducted research including the suggestions for teacher and for further studies in similar topics are presented.