

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter displays the conclusion of the conducted research and suggestions for the teacher and further research related to the implementation of Theme-Based Teaching to improve young learners' speaking skill.

1.1 Conclusions

This research was conducted with the aim of investigating the implementation of Theme-Based Teaching in young learners' classroom. Specifically, this research focuses on identifying: (1) the improvement of students' speaking skill which covers some aspects including vocabularies, pronunciation and grammar; and (2) the challenges faced by the teacher in teaching speaking to young learners using Theme-Based Teaching. The data of this research were gathered through observations, assessments and interview. In relation to the data analysis, the conclusions can be drawn as follow.

This research shows that the implementation of Theme-Based Teaching improved students' speaking skill. Based on the data from speaking assessments, it was revealed that students' scores increased gradually in every meeting. The improvement was related to the aspects of speaking assessed in this research, including vocabulary, pronunciation and grammar.

In terms of vocabulary, Theme-Based Teaching obviously enhanced students' vocabularies through the activities conducted in the learning process, especially the repetition drills and vocabulary games. Students could memorize the words they found from the games and use them appropriately to describe a friend. In terms of pronunciation, it is also found that students could pronounce the expressions better and better as the effect of drilling that was done in every meeting. Students were given examples of pronouncing words and expressions before being asked to use them. They can pronounce consonant (ʃ) in "she" and "short" and diphthong (aɪ) in "likes". In terms of grammar, students have been

able to differ the use of pronouns “he” and “she” in describing a friend. They were not confused to use “he” for describing a boy and use “she” for describing a girl.

In spite of this, according to the data of observation, there were also some challenges faced by the teacher in the teaching and learning process. Those challenges were categorized based on Pinter’s (2006) theory of young learners’ characteristics, including students’ ignorance, students’ selfishness, students’ curiosity and students’ hyperactivity. All of these challenges occurred mostly in the pre and main activities of this research.

In the teaching and learning process, some students often ignored the teacher’s instruction and kept doing their own business since they were not aware that they were learning. They also preferred to make their own groups in playing game rather than being associated by the teacher. Furthermore, the students’ curiosity to the media that they found interesting made the process of teaching and learning ran slower because almost all of them wanted to work with the media. In addition, their hyperactivity appeared as the effect of their fantasy and imagination in doing the activities and they loved to move around. However, everything occurred in the lesson can be taken as the consideration for the better teaching.

1.2 Suggestions

Based on the findings of this research, some suggestions related to the implementation of Theme-Based Teaching to improve young learners’ speaking skill are elaborated for English teachers and further research.

For the English teacher who will teach speaking using Theme-Based Teaching in young learners’ classroom, it is suggested to select the appropriate themes which are familiar with students. Additionally, the activities should be planned very carefully in order to create the exposure of speaking English during the teaching and learning process. It is better not to design group activities for young learners for the reason that it can cause conflicts among the students. Then, teachers also should be able to choose the practical media in order to deal with students’ characteristics.

Next, since this research focuses only on improving young learners' speaking skill in terms of *vocabulary*, *pronunciation* and *grammar*, it is suggested for the further research to focus on all aspects of speaking by adding *fluency* and *comprehension*. In addition, the further research can be done in more than two cycles in order to examine deeper about young learners' speaking improvement. Moreover, Theme-Based Teaching can also be implemented in young learners' classroom in order to investigate other skills of English.

