

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After the findings have been analyzed, conclusions can be drawn to present the interpretation of the discussion in the previous chapter. Furthermore, suggestions are made as a follow-up of this study.

5.1 Conclusions

A good teacher should be able to present meaningful lessons in the classroom which accommodate students' characteristics. Being a good teacher needs a great amount of effort and a long process of continuous improvement. Presenting meaningful lessons is not easy and it needs a continuous progress of creating a lesson plan. Lesson plan is a significant part in learning since it acts as a tool for teachers to fall back on to guide their lessons in the classroom.

The teachers under this study implemented Theme-Based teaching in which one particular theme was used to connect the lessons in four meetings. How the teachers implemented Theme-Based characteristics can be seen in their lesson plans. Other than Theme-Based characteristics, the information of how the teachers designed instructional goals, objectives, activities, media, and assessment is obtainable in the lesson plan.

From the discussions presented earlier, it can be concluded that both teachers have been aware about the importance of designing English lessons in which all five aspects (goals, objectives, activities, media, and assessment) are all connected. Teachers could make goals which were measurable, objectives which were corresponding with the respective goals, activities which were sequentially well-arranged, media which were practical, effective, and appropriate, and assessments

which accommodated learning-centered perspective for children. However, some inconsistencies occurred when the teachers were not successful in creating learning objectives with complete “ABCD” (Audience, Behavior, Condition, Degree) features. Almost all of the objectives also neglect the psychomotor and learning domains.

Regarding the Theme-Based teaching itself, it is found that both teachers have been able to implement the characteristics which are ‘exposing vocabulary items’, ‘exposing oral production’, and ‘showing teacher’s regular monitoring’. However, there are two characteristics which were frequently neglected; they are ‘encouraging students’ responsibility’ and ‘producing learning outcomes’.

After all, from the interview session it was revealed that both teachers have realized and admitted the importance of creating lesson plan prior getting into the classroom. The teachers also stated that goals should be suitable for young learners, objectives should derive from goals, activities should be congruent with the objectives, media should support language learning, and assessment should be child friendly able to measure students achievement.

5.2 Suggestions

A further study would be needed to investigate more comprehensively about the implementation of Theme-Based teaching in English classrooms to adapt with a recent changing of Indonesian curriculum, which is Curriculum 2013. Furthermore, the investigation of which Theme-Based teaching is implemented as a mean of integrating more than one subject may be required. In addition, the subject of further study may cover higher level of education apart from primary school, which could be either junior high or high school.