

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

This chapter discusses the conclusions extracted from the conducted research and the suggestions for the further research with the same or similar topic and also for teachers.

#### 5.1. Conclusions

This paper provides the explanation of the implementation of Theme-Based Teaching in reading activities presented in the classroom as the attempt to improve students' reading skill. In this research, the investigation is projected to discover: (1) how the reading activities presented through Theme-Based Teaching helped students in improving their reading skill; and (2) what the students' responses were toward the activities presented in the classroom as the implementation of Theme-Based Teaching. As a result of data analysis, some conclusions could be described as follows.

Data from assessment indicated that the implementation of Theme-Based Teaching in reading activities presented in the classroom could help the students in grade three of an elementary school in Bandung to improve their reading skill specifically in terms of vocabulary mastery and reading comprehension. The number of students who were categorized as having good reading skill increased from only 5 students out of 35 students (14.3%) in the first action in Cycle 1 to 22.9% (10 students) in the Cycle 2-Action 2. Moreover, the number of students who were formerly experiencing the difficulties in reading significantly decreased. It decreased for 28.6% from 48.6% in Cycle 1-Action 1 to only 20% or 7 students out of 35 in Cycle 2-Action2.

Furthermore, data from document analysis and observation revealed that the implementation of Theme-Based Teaching could give freedom for the teacher to design the lesson. The teacher became more creative in designing the activities to deliver a lesson so that the students were attracted to learn. Various activities presented in the classroom by implementing Theme-Based Teaching were

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connected each other to achieve the purposes of Pre-Reading activity, While-Reading activity and Post-Reading activity. Furthermore, the suitability of the activities with the characteristics of young learners also helped the students to improve their reading.

In addition, the use of several games in Pre-Reading activity could facilitate the students with a fun and enjoyable way to learn new vocabularies that will be included in the text they were going to learn. Variety of activities were also conducted to accomplish the purpose of While-Reading activity. In this case, students were facilitated to comprehend the text interestingly. Moreover, the process of drilling which was included in both Pre-Reading and While-Reading activity could help the students to strengthen their vocabulary mastery. Lastly, the activities presented in Post-Reading activity enabled the students to confirm their understanding of the material given in Pre-Reading and While-Reading activity.

Regarding the data from the interview, the students showed positive responses toward the activities presented in the classroom which was implemented through Theme-Based Teaching. The students mainly considered that the activities presented helped them in understanding the lesson. The implementation of various activities such as games and pictures that were used to deliver the lesson made the students enjoy the learning process so that they found that it helped them to understand the lesson easier. As a result, the students would like to continue learning through this method.

## **5.2. Suggestion**

After conducting the research, there are some suggestions to be proposed to the further study who conducts similar research and also for the teachers. First, for the researchers who are interested to conduct the study with the similar topic, it is suggested to involve more participants in different grades and different levels to obtain more accurate detail of the implementation of Theme-Based Teaching approach. Furthermore, for the reason that this research was focusing on reading skill, the further research should pay attention to the implementation of Theme-Based Teaching to improve the other skills as well.

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Secondly for the teacher, the findings of this research might contribute the illustration of how to implement Theme-Based Teaching approach in conducting teaching and learning process as well as the positive points of implementing the approach. Thus, it is suggested for teachers to be more creative in exploring and designing the activities. The teacher can adjust more activities depend on what theme chosen and also the purpose of the learning process.

However, teachers should also be aware that different students have different preference in learning. It is important to consider students' need and interest before designing the activities. Next, teachers should have a good classroom management so that all the activities designed previously can be implemented effectively.

