

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter encompasses the conclusions of the present study and suggestions for pedagogical interest and for future research.

5.1. Conclusions

To reach the conclusion of the paper, some points in regard with the implementation of multiple intelligences strategies and young learners' comprehension of teacher's instruction need to be clarified.

Language learning could be created when a great exposure is available. Teachers can be the exposure provider in young learners language learning. Providing students with large exposure to second language which encompasses various strategies will support the students to get involved and enhance their ability. Hence, students' involvement could better facilitate teachers' choice of tasks, and also type of interaction created in the classroom.

Designing a systematic and various instructions could facilitate young learners to gain understanding of what they should achieve based on the learning goals. A kind of systematic effort of teachers could provide an effective instruction in order that the students could comprehend the overall instruction.

Teachers' instructional planning could be the key to meaningful learning. A good instructional planning could help teachers to consistently make some efforts to motivate and facilitate young learners to achieve the expected learning.

Teachers' competence could determine the quality of the instructional planning and the overall learning. This implies developing an in depth understanding of teacher competence and recognizing the importance of this competence for student development towards acquiring self-confidence, learning motivation and social skills. In that respect, teachers' professional and pedagogical competence are highly required. In addition, teachers competence is also required to support young learners active engagement in learning English as a foreign language.

5.2. Suggestions

After doing the study, there are several suggestions that hopefully can give constructive suggestions for English teachers'. First of all, teachers as the facilitator in learning process should facilitate all of the students in gaining their goal in life. Using the Multiple Intelligence approach, teachers should think that all of their students are smart, their difference show their uniqueness.

Then, in creating the teaching strategies, teachers can make an observation to assess their student's intelligence. Teachers can also make formal or informal interviews with their students or parents in order to identify students' characteristics and behaviors outside the classroom. Based on the findings, then, teachers can create their teaching strategies which cover all intelligences. Teachers should also collaborate in their teaching strategies with other teachers, as each of them might have some insufficient intelligence. Therefore, teachers can share how other teachers implement the teaching strategies using the Multiple

Intelligence approach and ask their help to implement their teaching strategies plans.

Furthermore, in the learning process teachers should make a favorable atmosphere for their students in their classroom in order to gain meaningful learning. Teachers can make classrooms' rules based on the agreements of all classroom members.

Teachers can motivate students by informing the Multiple Intelligence theory and telling them that everyone has these intelligences at different level. Their differences are their uniqueness. Then, teacher can give examples of inspiring people and put their pictures in the classroom.

Afterward, teachers should also make several evaluations in order to improve their teaching strategies to help their students learn meaningfully. First, to evaluate students' understanding of the materials, teachers can make several assessments. The assessments are not only in written test but also oral test and portfolio. Then, to evaluate whether their teaching strategies are liked or not and can motivate their students or not, teachers can ask students to appraise teachers' teaching strategies by interviewing or administering questionnaires.

In addition, teachers should develop a good quality relationship with their students. Teachers should have extra attention to motivate their students. Students need to be loved and cared. As Brown (1994) states students will learn if they are motivated, if they are not they will not.

The future research is suggested to observe and analyze teachers and students in several intervals and to use appropriate statistical calculation or measurements to enhance validity.

