

CHAPTER V

CLOSURE

This chapter presents the entire conclusion and provides suggestion of the study. The conclusion is drawn from the research findings while the suggestion is provides as a contribution for further teaching and research related to the use of theme based approach to young learners.

A. Conclusions

The conclusion could be drawn as follows:

1. The use of theme-based approach in teaching vocabulary to young learners is good. The English teacher uses all actions in (1) themes, (2) activities (3) integrations, (3) techniques, and (4) media. The themes in three observation were (a) part of body, (b) five senses and (c) my favourite colour. All activities are very good, the teacher adjusts the activities to the themes and students' ages. The integration of lesson also be an address to know about theme-based approach. The integration were (a) English and mathematics, (b) English and science and (c) English and art. In the use of theme-based approach, it used some techniques. The techniques were (a) song and movement, (b) games, (c) story-telling, (d) writing, (e) colouring and drawing, (f) matching, (g) crafting, (h) counting, (i) question and answer, and (j) drills. It also was used some media. The media were (a) pictures, (b) coloured paper, (c) puppet, (d) printable task, and (e) video, laptop and projector.

2. Students' responses in the use of theme-based approach

Students give positive responses toward the use of theme-based approach. The first reason is they comprehend the lesson better. That statement was proven by students' ability to recall the theme and material about vocabulary they learned in previous meeting. The second reason is they enjoyed the lesson. From some students, the reasons are because it was presented through various activities so that the lesson was not boring, the activities were interesting so that it attracted students to follow the lesson more, and the use of pictures, games and other media make the lesson more satisfying. The third reason is the students expressed their enthusiasm in teaching process.

B. Suggestion

Based on the findings of this study, there are some suggestions in relation with the use of theme-based approach. The suggestions are:

1. The teacher who wants to use theme-based approach in their classroom, it is important to set a theme that suits with children ages. It is suggested that the teacher chooses the themes that are familiar with the students. Choosing the themes that are familiar with them can raise students' motivation and their interest in learning English. Furthermore, the teacher should provide various activities which can maintain students' interest during the lesson. It is important since the students might be bored by the materials that only focus on a certain theme.

2. The Students of kindergarten who learn using theme-based approach, hopefully, they can enjoy the activities in teaching English process. Concurrently, the objective of giving English to children can be achieved.
3. The School of RA Ulumul Qur'an Al Madani could get useful information for the use of this approach in teaching foreign language for young learners and a reflection for teaching and learning process.
4. English Education Department of Institute Agama Islam Negeri Antasari Banjarmasin could get this result as consideration for English for Young Learners (EYL) and a useful reference for English Education Department of Institute Agama Islam Negeri Antasari students.