

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **5.1 Conclusions**

Based on the research findings and discussion, the researcher drew some conclusions as follows; after doing classroom observation, interviews and documentations, the researcher found that the teacher at Sunny Glow Montessori Purwokerto had their own way to implementation direct method for their students which are young learners.

#### **5.1.1 Implementation Direct Method**

The researcher found that the teacher at this school have their own way to implementation the direct method when the researcher interviewed the teacher and did classroom observation. There are two teachers in one class included 8 students who have varies age. The teacher used direct method not only in the topic learning, but also use it to build the students' confidence in their speaking skill.

The teacher also used direct method in the class because there were two teachers in one class, so it was possible to do direct method to all students, even though the students were young learners which were difficult to manage and cannot be taught in a monotonous way.

The teacher at that school also used direct method with many games like role-play, talking some topic about what the students such as, Simon Says and many more. The teacher said that using by incorporating games and

activities, using fun, interactive exercises made speaking practice engaging and enjoyable, using role-play and group discussions allowing students to explore different perspectives and practice speaking in various contexts. “Celebrating progress” was process of recognizing and celebrating students' improvement, no matter how small, to boost their confidence and motivation. The teachers also implemented direct method by using very simple daily conversation to spoke in the class and the gesture while speak English.

At Sunny Glow Montessori, there were apparatus that could be uses to make direct method for the teacher and the students easier to be applied. There were five apparatus that could be used in this school like Practical Life, Sensorial, Cultural, Math and Language. Teacher used the apparatus as their way to apply direct method by separated some students into small group and let the students play their apparatus. In the observation classroom, the researcher found only one case that the teacher used one apparatus, it was practical life. The teacher used practical life with game called “scope into 2 different bowls”. While the practical life, the teacher used direct method to direct students in the game and answer any question from the students. The teacher also corrected some students if they made any mistake like wrong pronunciation.

The other way the teacher implementation direct method is by letting the students learn from their mistake. It was important and easy way to make the students learn something new. Because if the students knew the wrong first, it made them want to know more about the correct one. The teacher

always helped their students if they made any mistake by telling them the correct answer. The researcher found that the teacher did not have any difficulty in conditioning class because there were two teachers in one class of 8 students, so all students got the treatment from the teacher equally.

### **5.1.2 Problems Found**

As the teacher who thought young learner, teaching in a classroom definitely came with many challenges. As mentioned by the teacher when they were interviewed with the researcher, that the young learners tended to be more physically active in the class. They made many movements to fulfill their gross motor needs, so it was kind of challenging to make them sit and talk with the teacher. The other teacher also said that the students wanted to play hide and seek or other games in the class, while some students wanted to talk about animals' body parts while some of them wanted to play Jenga (stacking blocks game). Some students also did not understand what the teachers said.

The teacher had their own solution for the problems. To keep young students interested and motivated when they were speaking, teachers used props, visuals, and hands-on activities to make speaking lessons dynamic and engaging like planting green beans in the mini garden that they have. The teacher also broke activities into short segments. They kept activities short and varied to maintain students' attention. The teacher also used a catchy gesture and intonation while speaking in the class with students. Their

students really liked to talk to people who spoke with a catchy gesture and intonation.

## **5.2 Suggestions**

Based on the conclusion above, the researcher offered some suggestions for the English teachers, language learners, and other researchers.

### **1. For English Teacher**

Games and movements were very favorite joyful activities for young learners. Teaching by using games was very effective in English language learning. Students were very happy with physical or movement. Indoor or outdoor classroom by using movements and games were very suggested for teachers of young learner. Teaching young learners required great patience, as they were unlike older learners and struggle to listen during lessons if the chosen method did not suit them.

### **2. For Language Learner**

For learning with the direct method approach carried out by the teacher, learners have to be aware of the learning objectives to be achieved. Specifically for young learners, they may not yet understand what learning objectives are. However, older learners should understand first before receiving the direct method instruction from the teacher.

### **3. For Other Researcher**

The researcher expected that this study would serve as a further resource for other researchers who wished to do similar research in related areas, such as the teachers' difficulties when attempting to implementation of direct method for young learner.

