

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the third grade students' speaking skills at SD Kanisius Bonoharjo through flannel board based activities. Based on the discussion in chapter IV, it could be concluded that the implementation of the flannel board based activities and the supporting actions successfully improved the students' speaking skills. The use of the flannel board had showed improvement on all aspects, i.e. students' attitude towards English, confidence to speak, comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar accuracy.

1. Applying flannel board based activities have changed students' attitude towards English. They used to think that learning English was boring and difficult. Since the students still young, they like to learn or talk about something real. Some media were provided to be applied together with the interesting activities. They were enthusiastic to join the activities and to practice speaking. The use of interesting activities and various media could keep the students interested in the speaking practice.
2. Flannel boards and the cut-outs or flannel pictures could help the students in memorizing words and information. The interesting media left deep impression in the students' mind. When they were speaking, they used the media to recall

information from previous lesson or stages. It affected students' vocabulary mastery and students' fluency.

3. Flannel board based activities which were designed provide language exposure for the students. The activities could enrich students' knowledge about the language. By knowing the language expressions, they were ready to practice speaking in their daily life. The language functions like "Do you like...?" were ready to be taken and used by the students.
4. Opportunities to speak were given in the implementation of flannel board based activities. They could speak English with guidance from pictures and the teacher. They were not forced but were willing to practice speaking. Having such activities were important to build their self-confidence in speaking English so that they were not shy and were not afraid of making mistakes.
5. The flannel board based activities improved students' pronunciation and grammar accuracy. The activities gave opportunities to speak. It means every students had chance to practice speaking. Here, the teacher gave feedback on their pronunciation and grammar so that the students' ability improved.

B. Implications

Based on the research discussion, it can be implied that the flannel board can be applied in speaking teaching and learning process. The implications of the actions are presented below.

1. Flannel boards are a great way to give young children concrete learning experiences. Flannel board is very flexible to be combined with activities using games, pictures, songs, and stories. There are many activities can be done using

this media to promote speaking and to provide interaction among the children.

It implies that the English teacher can apply flannel boards with interesting activities and a certain context to give students learning experiences.

2. From the discussion on applying flannel board based activities change students' attitude towards English. They used to think that learning English was boring and difficult. Since the students, who were still children, like to learn or talk about something real, some media were provided to be applied together with interesting activities. They were enthusiastic to join the activities and to practice speaking. The use of interesting activities and various media could keep the students interested in practice speaking. It implies that the English teacher can apply flannel boards with interesting activities and a certain context to change students' attitude towards English.
3. Flannel boards and the cut-outs or flannel pictures could help the students in memorizing words and information. The interesting media left deep impression in students' mind. When they were speaking, they used the media to recall memories from previous lesson or stages. It affected students' vocabulary mastery and students' fluency. It implies that the English teacher can apply flannel boards with interesting activities and a certain context to improve students' vocabulary mastery and students' fluency
4. Flannel board based activities which were designed provide language exposure for the students. The activities could enrich students' knowledge about the language. By having knowledge about the language, they were ready to practice speaking in their daily life. The language functions like "Do you

like...?” were ready to be taken and used by the students. It implies that the English teacher can apply flannel boards with interesting activities and a certain context to give as much language exposure as possible to the students.

5. Opportunities to speak were given in the implementation of flannel board based activities. The children were willingly participating in the learning process because they thought it was fun. They cannot only see but also touch and play with the media provided. They could speak English with guidance from pictures and the teacher. They were not forced but were willing to practice speaking. Having such activities were important to build their self-confidence in speaking English so that they were not shy and were not afraid of making mistakes. It implies that the English teacher can apply flannel boards with interesting activities and a certain context to give as many opportunities as possible to the students to practice speaking.
6. The flannel board based activities improved students’ pronunciation and grammar accuracy. The activities gave opportunities to speak. It means every students had chance to practice speaking. Here, the teacher gave feedback on their pronunciation and grammar so that the students’ ability improved. It implies that the English teacher can apply flannel boards with interesting activities and a certain context to improve students’ pronunciation and grammar accuracy.

C. Suggestions

1. For English Teachers

From the result of the study, it has been concluded that all children are the same. It does not matter whether they come from high, middle, or low economical background. It is suggested to the teachers not to underestimate them and give them appropriate treatment to improve their skills.

2. For English Education Department Students

Flannel boards can be used to design interesting activities when they practice teaching speaking skill. It could also be used by the students of English Department who take English for Children packages in their practicum in elementary schools. The flannel boards are flexible for any topics or language functions.

3. For Other Researchers

The findings of the study may be used as references for other researchers who are interested in conducting research related to speaking skills as well as the use of flannel board. The study was only focused on improving the third grade students' speaking skills through flannel board based activities. However, they can also be used for other levels of language learners.

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