

CHAPTER V

CONCLUSION

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This chapter consists of two parts. The first is the summary of the thesis and the second deals with the suggestions concerning the teaching of speaking to children through games.

5.1 Summary

As stated in the 1994 curriculum, English is started to be learned and taught from the beginning level. The objective of teaching English at Elementary School is enabling children to master the 4 language skills namely Reading, Listening, Speaking and Writing. However, the emphasis of the teaching of English at Elementary School is on the Reading and Vocabulary while the others often get less attention and one of them is speaking skill.

Actually, speaking is very important. It is used as the main means of communication in the daily activities and it is considered as the primary form of language.

Due to the consideration that speaking is important for self expression and oral communication, it is a good chance for English teachers to promote speaking skill to students of Elementary School because children in this period are good at imitating or pronouncing some English.

words. So far, in teaching speaking, the teachers only use the dialogues provided in the textbook. Those dialogues are mostly practiced through memorization. Practicing speaking in such a way may cause the children to be less motivated to learn the spoken language.

To avoid this condition, English teacher should give variation in the teaching of speaking to children. In this case, language games are used as a teaching technique to build children's courage, interest and creativity in using an oral language.

In the previous chapters, it has been stated that games have some features, roles and uses which support one another in contributing their advantages to language teaching and learning. A relaxed, informal, and enjoyable atmosphere of teaching learning process in the classroom can be created through games. When games are held, the children's motivation arises, participation occurs and the class becomes more active. Besides, children can learn English especially spoken language through games unconsciously and the children will use the target language in real communication. Thus, games may help the children as well as the English teachers gain their objective in learning and teaching.

5.2 Suggestions

At the end of this study, the writer would like to give her suggestions to English teachers at Elementary School and also to the English Department students as the English teacher candidates in teaching speaking to children through games. The writer hopes that the following suggestions will be useful.

Teaching speaking to children through games is one of the teacher's efforts to make their teaching more lively. Therefore in choosing games for children, the teacher should be selective so that the children can participate and enjoy the games at the same time they are learning.

Finally, the writer realizes that this study is still theoretical. It has not been found out in practice. Thus, she hopes that a further research can be held to implement the speaking games suggested in this thesis in the real classroom.

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