

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the outcome of the study which consists of conclusions and suggestions. The first part presents the conclusions and the second part presents suggestions for the English teachers especially for Kindergarten teacher and the other researchers.

5.1. Conclusion

Many parents consider kindergarten as an important childhood experience for their child. Therefore, many parents send their children to International Kindergarten schools that provide other language as the second language. However, many Kindergarten teachers in Indonesia may not have an English education background, and the majority of English Education teacher training colleges in Indonesia do not cater specifically to kindergarten teachers. They may still find difficulties in using English and they usually make some errors both in oral and written. Therefore, the writer was interested to make this study. After doing the research about the error analysis in portfolio report of kindergarten teachers, the researcher concluded some points as the following:

According to the research problem of this study which is “What grammatical errors are made by the kindergarten teachers in the portfolio reports and why were the errors committed?”, the result shows that there are nine types of errors made by the kindergarten teacher, there are:

1. Morphology – Possessive case incorrect.	3 (2%)
2. Morphology – Third person singular verb incorrect.	23 (12%)
3. Morphology – Simple past tense incorrect.	5 (3%)
4. Morphology – Past participle incorrect.	5 (3%)
5. Morphology – Comparative adjective/ adverb incorrect.	4 (2%)
6. Syntax – Noun phrase.	78 (42%)
7. Syntax – Verb phrase.	58 (31%)
8. Syntax – Verb- and- verb construction.	2 (1%)
9. Syntax – Some transformation.	8 (4%)

By investigating the percentages of the errors, the most frequent errors made by the kindergarten teacher are errors of Noun phrase, followed by errors of Verb phrase and errors of Third person singular verb incorrect.

The writer finds that there are two possible sources why were the errors committed. The first source is Interlingual errors or interference and the second is Intralingual errors. Based on the findings, the most frequent source of errors in the portfolio reports is Intralingual error with the percentage 89%. These errors appear because the kindergarten teachers create a deviant structure, forget to use the correct grammar rules even some of them don't know the correct grammar.

5.2. Suggestions

The researcher would like to propose some suggestions regarding the results of the study. It is expected that the suggestions will be helpful for the other teachers and researchers. The suggestions are as follows:

1. The first suggestion is intended for the kindergarten teacher who became the subject of this research study and the one who is competent to teach the young learners. This study is expected to be useful for them because they have known the errors that commonly appear. They are also expected to realize the errors that they usually make by asking a friend to check and do the checking using online grammar check for checking a structure problem, a spelling, a punctuation, and also typo mistakes before submitting the portfolio reports.
2. The second suggestion is for the English teacher training colleges in Indonesia to emphasize on this syntactical aspect when teaching English to future teachers of young learners.
3. The third suggestion is for kindergarten principals, it would be better to hire teachers from the English department as they have a good background for teaching young learners especially within the international kindergarten.
4. The last suggestion is for future researchers who want to conduct similar research. It is expected that the result of this study will provide them an informative input.

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