

## **CHAPTER V**

### **CONCLUSION**

This chapter consists of two parts. The first part is the summary of the thesis, which has been discussed in the previous chapters. The second part is the suggestion, which can be a feedback for the subjects of the observation.

#### **5.1 Summary**

Many people still are of the opinion that kindergarten teachers do not need special competence and techniques for teaching English. In fact, teaching English to young learner is not easy. The teachers should use various techniques to arouse children's curiosity in learning English.

Based on these thoughts, the writer conducted some observations on two kindergarten teachers from TK X and TK Y to see what techniques the teachers used in teaching English.

The data were obtained by making use of video camera, recorder, and observation sheets to note down the techniques used in teaching and learning process. They were analyzed according to the techniques, which are useful in teaching English to young learners. Finally the findings of the analyzed data led to the following conclusion;

1. In teaching English to young learners, the teachers only used two from four techniques, which are useful in teaching English. They only used media and games because they are interesting and the students can remember the lessons easily.

2. Both of the teachers have applied activity-based teaching: approaches to topic-centered work. They provided activities based teaching and taught the material based on the topic-centred learning.

## **5.2 Suggestion**

This study is very limited in scope also in presenting evidences about the techniques. Above all, the writer would like to suggest some points, which may be useful for teachers who are teaching English to young learners, for the principals of TK and school for young learners and for the English Department.

### **5.2.1 For teachers**

Here are the suggestions for all teachers who are teaching English to young learners:

1. Teachers should vary their techniques used in teaching, such as using media, songs, storytelling and games so that learning English become more fun and more understandable because students learn in different ways. Besides that when they are young, students should learn in a fun way.
2. Teachers should apply the activity-based teaching: which focus on topic-centred work. In this way students can have an in depth knowledge about a certain topic because it is being discussed from different fields, such as language, mathematics, science, art, etc.
3. Teachers should find creative activities for the students to do that is fun for them so that it is fun and they are not bored.

### **5.2.2 For principals of TK and schools for young learners**

There are some points the writer wants to suggest to the principals of TK and schools for young learners to:

1. Supervise the teachers whether they teach students by using various techniques and whether their teaching have been based on the school focus.
2. Provide resources or training for teachers to improve their techniques and to be more creative in their teaching.

### **5.2.3 To the English Department**

The writer would like to give suggestion to English Department to advise the students, who want to teach young learners to take the TEYL and Child Education courses so that they can become qualified teachers for teaching English to young learners.

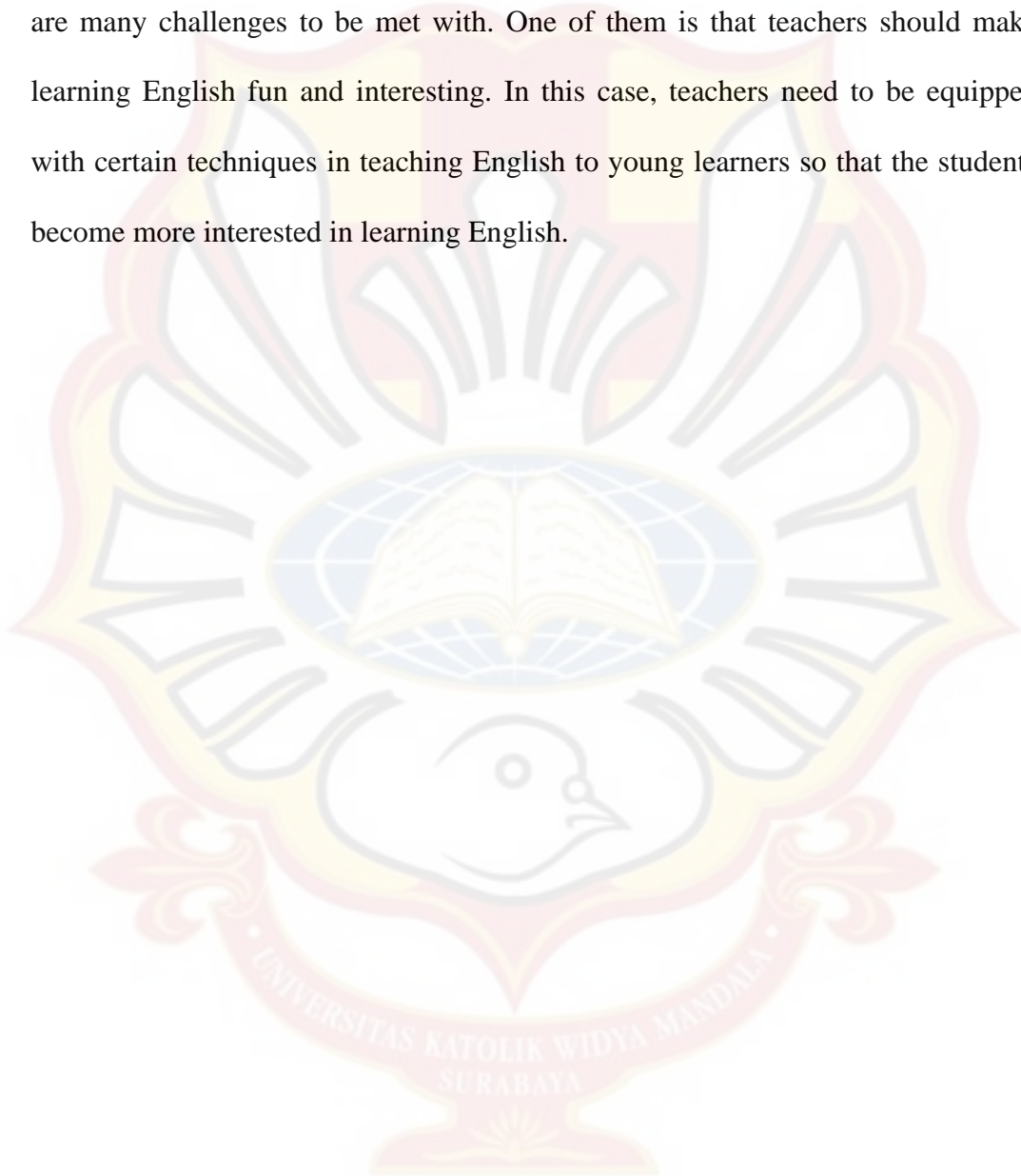
## **5.3 Recommendation for further research**

For further research, the writer recommends other researchers to make a deeper and more detailed observation of the application of techniques in teaching English to young learners. Some points that may be considered for further research are as follows:

1. Researchers can try to use schools, which have the same status.
2. Researchers can try developing this study by using experimental studies and action research.
3. Researchers can try developing an instrument that shows:

- a. How much the teacher uses a certain technique and
- b. The quality of the interaction in class.

It is true that teaching English to young learners is not an easy task. There are many challenges to be met with. One of them is that teachers should make learning English fun and interesting. In this case, teachers need to be equipped with certain techniques in teaching English to young learners so that the students become more interested in learning English.



## BIBLIOGRAPHY

- Abe-Keiko. 1991. " *Teaching english to children in an EFL setting* ". English Teaching Forum, Vol. xxix, no. 4
- Brewster, J., Ellis, G., and Girard D. 1992. *The primary English Teacher's Guide*. England: Penguin Book Ltd. England
- Castle, E. B. and Robi, Rai. 1956. *Principles of Education for Teachers in Africa*. London: Oxford University Press.
- Chamberlain, Alan. 1981. *Language Games: A Challenge to the Teacher's Creative Imagination in Guidelines for Language Games*. No 5
- Dakin, Julian. 1968. *Songs and Rhymes for teaching of English: Teacher's book*. New York: Longman
- Finocchiaro, Mary. 1974. *English as a second language: From theory to practice*. New York: Regents Publishing Company, Inc.
- Forest, Isle. 1949. *Early Years at School*. Mc. Graw-Hill Book Company, Inc. New York
- Geisler, Harlynne. 1997. *Storytelling Professionally*. Colorado: Libraries Unlimited, Inc.
- Gerlach, Vernon S., Donald P. Ely. 1980. *Teaching and Media*. New Jersey: Prentice-Hall, Inc.
- Griffiee, Dale T. 1992. *songs in action*. New York: Prentice-Hall, Inc.
- Grennough, Millie. 1993. *Sing it! Learn English Through Song 1*. Singapore: McGraw-Hill.
- Gunawan, Rosalia Inneke. 1998. *The Effect of Using Song in Teaching Vocabulary on the Vocabulary Achievement of the Fourth Grade Elementary School Students*. Widya Mandala Catholic University. Unpublished S-1.
- Holderness, Jackie. 1993. *Teaching English to Young learners*. New York: Oxford University Press.
- Kreidler, Carol J. 1986. *Visual Aids for Teaching English to Speakers of Other Language*. United States, Information Agency: Washington D. C.
- Konstantinovic, Anka. 1973. " *Let's sing a song* " English Teaching Forum, Vol. XI no. 1

- Machlis, Joseph. 1995. *The Enjoyment of Music*. WW Norton and Company, Inc. New York
- Madylus, Olha. 2004. *Teaching Children English Vocabulary*. United of Kingdom: Macmillan Publisher Ltd.
- Madylus, Olha. 2004. *Storytelling*. United of Kingdom: Macmillan Publisher Ltd.
- McMillan, James H. 1992. *Educational Research*. United of Kingdom: McMillan Publisher Ltd.
- Monreal, Maria Eugenia. 1982. *How I Use Songs: English Teaching Forum*, Vol. xx no. 3, July 1982.
- Nye, Gertrude D. 1988. *Games for Second Language Learning*. Singapore: McGraw-Hill book Company.
- Richards, Jack C. and Rodgers, Theodore S. 1986. *Approaches and Methods in Language Teaching*. London: Cambridge University Press.
- Rixon, Shelagh. 2000. *Young Learners of English*. New York: Longman.
- Remsbury, Ann. 1972. “ *Oral Method Through Puppetry*”, *ELT*, Vol. XXVI, no.3
- Scott, Wendy A., Lisbeth H. Ytreberg. 2003. *Teaching English to Children*. New York: Longman.
- Sidharta, Monica. 2000. *A Study on the Use of English as a Medium of Instruction at Intan Permata Hati Playgroup in Surabaya*. Widya Mandala Chatolic Univ. Unpublished S-1
- Slattery Mary and Willis Jane. 2003. *English For Primary Teachers*. New York: Oxford University Press.
- Sulaiman, A. H. 1989. “ *Media Audio-Visual untuk Pengajaran, Penerangan, dan Penyuluhan*”, PT. Gramedia, Jakarta
- Wright, A., David B., Michael B. 1984. *Games for Language Learning*. Britain: Cambridge University Press.
- Wright, Andrew. 1998. *Storytelling with Children*. New York: Oxford University Press.