CHAPTER V

CONCLUSION

CHAPTER V

CONCLUSION

After carefully analyzing the findings and their implication, the writer encourages herself to propose the summary and a number of suggestions of the study.

5.1 Summary

The conducive and secure atmosphere as well as teacher's comprehensible input are intensively substantial in guaranteeing the success of the early learners in acquiring the target language, unfortunately teachers are often unaware of the pre-eminence of these qualities. Owing to the fact, they are likely to dominate the classroom talk which consequently causes pupils to be less active.

Interested in examining how the teacher provides comprehensible input and creates modified interaction in elementary English classes, the writer has conducted this study. The fourth year of class A of SD Katolik Santa Theresia II Surabaya, along with their teacher, were taken as the subjects of this study.

The data of the study were obtained by recording the classroom discourse. Next, the writer transcribed and analyzed them based on the Seventeen - Category System proposed by Amy Tsui Bik-may (1985) with a slight modification as proposed by Widjojo (1988), i.e. the inclusion of the column of the number of occurrences or the percentages of Indonesian utterances.

The findings of the analysis lead to the following conclusions:

1. The interaction in the class was mostly dominated by the teacher's asking question. The pupils were only given few opportunities to actively interact among themselves.

2. The domination of the teacher during the Teaching Learning Process has consequently caused the pupils to perform themselves less actively as most of the time has been occupied by the teacher.

3. The pupils' ability to supply immediate output is closely connected with the teacher's repeating and translating the utterances in their mother tongue.

4. The writer was unable to discover any illustration strategies in defining meanings to the young learners except the teacher's repeating and translating the utterances due to the simplicity of the language used.

5.2 Suggestions

Finally, the writer encourages herself to propose several suggestions dealing with the study.

1. The teaching to young learners should implement more various language input and interaction by involving so that the class will not run monotonously which is likely going to bore the pupils them interactively in the activities.

2. The teaching to young learners, especially in elementary schools are supposed work harder to create a lively and interactive atmosphere, which enables the learners to acquire the target language more effectively. In this respect, the using of medias are likely advisable.

3. The teaching to young learners is highly recommended to provide opportunities to young learners to express themselves freely.

4. The teaching to young learners should be focused on the language input. It means that the input delivered should clear and understandable enough for the pupils to digest; consequently, it is a must for teachers to investigate and estimate the level of the language proficiency of the pupils.

5. In order to overcome the problem, the teaching to young learners is expected to give comprehensible input in the form of explanations, informations and questions that interactively challenge them to be more dynamically involved in the discussion.

At the end, since this study was limited to time and samples, the writer is not fully in the position to judge that the findings of this study are generally applicable to all elementary schools. Therefore, it is suggested that similar researches are to be further conducted by using broader data so that the result can be more accurately generalized to a larger population.
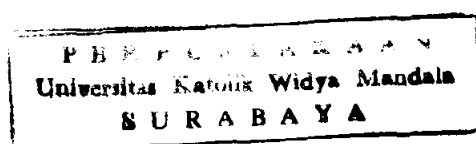
BIBLIOGRAPHY

Bibliography

Abe, Keiko. October 1991. "Teaching English to Children in an ELF setting", English Teaching Forum, Vol. XXI, no. 3.

Biehlier, Robert F.1975.Psychology Applied to Teaching. Houghton Mifflin Company, Boston.

Bik-may, Amy Tsui. 1985. "Analyzing Input and Interaction in Second Language Classroom.", RELC Journal, vol. 16, no 1.

Borich, Gary D. 1988. Effective Teaching Method. A Bell and Howel information Company. Columbus. Ohio 43216.

Breen, M. 1985. The Social Context for Language Learning a Neglected Situation Studies in Second Language Acquisition.

Brumfit, Christopher, M. Jayne, and T.Ray. 1994. Teaching English to Children: From Practise to Principle, International Thomson Publishing Company.

Chastain, Keneth.1976.Developing Second-Language skills: Theory to Practice, Houghton Mifflin Company, Boston.

Chaudron, Craign.1988. Second Language Classroom. Research on teaching and Learning. Cambridge University Press.

Ellis, Rod.1974. Classroom Second Language Development: A Study of Classroom Interaction and Language Acquisition. New York : Pergamon Press Ltd.

Finnochiaro, Mary.1964.'What Are Some Facts About Language Teaching in the Elementary Schools?', Teaching Children Foreign Language. Mc, Graw. Hill Book Company, New York.

Helaly, Zaeinab El-said. 1987. "Teaching English to Children." in English Teaching Forum, Volume xxv no.2. April 1987.

Jarollimek, John; Cliffort D.Foster. 1981. Teaching and Learning in the Elementary School (second edition). Macmillan Publishing Co., Inc. New York.

Krashen, Stephen D.1982.Principles and Practice in Second Language Acquisition. Oxford : Pergamon Press.

Kryspin, William J and John F Feldhusen.1974. Analyzing Verbal Classroom Interaction. Burgess Publishing Company. USA.

Lier, Leo Van.1990. The Classroom and the Language Learner. New York : Longman Inc.

Setiawan, Rahayu.1989. Verbal Input and Interaction in the English Reading Comprehension Class of the Social-Science program of SMAK Stanislaus Surabaya. Unpublished thesis Widya Mandala University Surabaya.

Stern, H.H.1967. 'Language Development', Foreign Language in Primary Education. Oxford University Press, London.

Widjojo, Lanawati.1988. Analyzing Verbal Input and Interaction in Two Reading Comprehension Classroom at the English Department of Widya Mandala. Unpublished Thesis. Widya Mandala Surabaya.