

CHAPTER V

CLOSURE

A. Conclusion

The research conclusion is presented according to the data which have been described in the previous chapter. From all the data described about pedagogical competence of mismatch teachers in teaching English for young learners and the problem faced by mismatch teachers in teaching English for young learners in case of pedagogical competence at elementary schools in Tamban, it can be concluded that there are:

Mismatch teacher who taught English in MI Nurul iman was graduated from Islamic education department, the pedagogical competence that the teacher owned is already partially fulfilled. In fives indicators of pedagogical competence based on the adjustment of Indonesia government number 19 section 28 verse 3 (a) and based on explanation from Yasin (2008) in Ada and Azisah (2016, p. 242), there are some indicators that unfulfilled, such as in create learning design and implementing the learning, during teaching English for young learners the teacher does not have much problems because he has ten years experiences in teaching English for young learners.

The pedagogical competence for mismatch teacher who taught English in MI Darul Muta'alimin is not fulfilled as a whole, In fives indicators of pedagogical competence based on the adjustment of Indonesia government number 19 section 28 verse 3 (a) and based on explanation from Yasin (2008) in Ada and Azisah (2016, p. 242), there are the indicators that have not owned,

such as in created learning design, implementing the learning, and in do the evaluation learning outcomes. The problem that the teacher faced is the limited of learning source in form of book, so in determined learning material is a little difficult.

The pedagogical competence for mismatch teacher who taught English in MI Sullamuttarbiyah is already fulfilled. In fives indicators of pedagogical competence based on the adjustment of Indonesia government number 19 section 28 verse 3 (a) and based on explanation from Yasin (2008) in Ada and Azisah (2016, p. 242),, there are also the indicators that has not been fulfilled, that is like in implementing the learning such as create learning design and evaluate learning outcomes. The teacher faced the problem in making the evaluation instrument and giving assessment or score.

B. Suggestion

From the result of research, discussion, and conclusion which is discussed above, the researcher wants to give suggestion as follows:

1. For the school staffs or head master, it expected that the school can provide good facilities in teaching and learning process especially in teaching and learning English and the school hoped can give more training or literacy for the mismatch teacher about knowledge or the theory and practice of technique in teaching English for young learners and it also expected that the school can have the English teacher and put the teacher to teaching based on expertise.

2. For mismatch teachers, they should prepare instructional design that appropriate with young learners before teaching, so teaching and learning English will be guided, they should use various methods or strategies such as through singing, playing, or drawing, so the lesson will be very interactive, it will make young learners be more fun, active, and interesting in learning English, they should use interactive media in teaching English for young learners, because it can make them be more interesting and more enthusiastic in learning English, they should evaluate the students' learning outcomes and then they should follow the training or seminar about teaching English for young learners so that they can improve their skill in teaching, especially in teaching English for young learners.
3. For the next researcher, it is expected that this research can give basic information for other researchers who want to do the same research in a more enriched one and be able to be a reference about the picture of pedagogical competence of mismatch teachers in teaching English for young learners and the problem faced by mismatch teachers in teaching English for young learners in case of pedagogical competence.
4. For the English department, it is expected that the English department can hold a training event for mismatch teachers who teach English in elementary school, junior high school, and senior high school.