

## CHAPTER V

### CLOSURE

#### A. Conclusion

This chapter presented the conclusion and the suggestion from the researcher about the study of Teaching English For Young Learner In Private Islamic Elementary School At Madrasah Ibtidaiyah Baladan Amina Academic Year 2018/2019. This part summarizes the major findings of the research. The second part is suggestion for the teacher, and for next researchers.

1. The result from six time observations in class I until III, the researcher researcher found that the learning process is started from opening, review, drill, closing and evaluation. The students seemed capable of following the learning process by using some technique and method for young learners in the class. The teacher and students dominantly use the first language than target language in teaching and learning process.
2. The problem faced by teacher in Teaching English For Young Learner are reading-writing and arithmetic problems on students, limited teaching material, and also Limited of the facilities and infrastructure, as a learning media. which have important role in delivering the learning material. Then added with lack of English language teachers which made Mrs. Betty Yohana hold double positions as a english teacher and as a headmaster. There are main

problem for process of learning English For Young Learner In Private Islamic Elementary School At Madrasah Ibtidaiyah Baladan Amina.

## **B. Suggestions**

In order to improve the quality of teaching in Madrasah Ibtidaiyah Baladan Amina which mainly related to the development of learning English for young learners, allow the researcher to provide some advice or suggestions, to:

### **1. Suggestion For The Teachers**

Based on the findings, the result of this study states that teaching english for young learner in MI Baladan Amina Academic Year 2019/2020 can be implemented if the teacher's effort to improve skills in developing methods and techniques for learning process so that it can produce various activities so that students are more motivated in learning activities and not feel bored quickly. Then involve students in learning activities, so the students became enthusiastic when they practiced individually or in pairs. Therefore, the English teacher is suggested using various media to make attractive classroom environment.

### **2. Suggestion For The Next Researchers**

The researcher believes that this research can be used as a useful reference for the next researcher, especially in educational field. The researcher hopes that later, there are other researchers who are willing

to conduct a deeper research on the teaching english for young learner. The next researcher may conduct a deeper research with wider participants as the sample. The more participants can give more data so that the result will be more accurate.

## REFERENCES

- Anderson, L.W., & Bloom,B.S. (2001). *A Taxonomy for Learning, Teaching and Assesing*. New York: Thames&Hudson
- Brown, H, D. (2009). *Language Assessment, Principle and Classroom Practices Second Edition*. New York: Pearson Longman.
- Brown, H, D. (2000). *Principle of Language Learning and Teaching*. 4<sup>th</sup> Ed, New York: Pearson Education.
- Brown, H, D. (1994).*Teaching by Principle: An Intereractive Approach to Language Pedagogy*. 3<sup>rd</sup> Ed. New York: Pearson Longman.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Celce, M, M. (2001).*Teaching English as a second or foreign Language*, 3<sup>rd</sup> Ed. United State of America: Heinle & Heinle.
- Copland, F. Garton, S. & Burns, A. (2014). *Challenges in teaching English to young learners: Global perspectives and local realities*. TESOL Quarterly, 48, 738-762 <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.148>.
- Cresswell, W. J. (2009). *Research Design, Qualitative, Quantitative and Mixed Method Approaches, 3rd Edition*. New York: Sage Publication Inc.

- Dinas Pendidikan. 1992. *Kurikulum Muatan Lokal Bahasa Inggris*. Jakarta: Diknas.
- Krashen, S. D. (1983). *Principles in Second Language Acquisition*. London: A Wheaten & Co. Ltd.
- Littlewood, W. (1983). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Moon, J. (2000). *Children Learning English*. Oxford: Mcmillan Publishers Limited.
- Musthafa, B. (2002). *EFL for Young Learners*. Bandung: CREST
- Muzakki, M, A. (2018). *English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang (a study at the Fifth Grade of SD IT Cahaya Bangsa Mijen)*. Semarang: English Language Education, Education and Teacher Training Faculty Walisongo State Islamic University Semarang.
- O'Malley, J., Michael & Valdez L. P.(1996) *Authentic Assessment for English Language Learner*, USA: Longman.
- Poerwita S, F. (2012). *The Portrait of Teaching English as a Foreign Language for Young Learners*. Kuningan: Department of English Education, Faculty of Teacher Training and Education, the University of Kuningan.

- Rahmajati, S. (1995). *English for the Elementary School: Pengembangan Materi untuk SD*. Malang: FPBS, IKIP Malang
- Richards, J.C. & Rodgers, T.S. (2008) *Approach and Method in Language Teaching*. 3<sup>rd</sup> Ed. New York: Cambridge University Press.
- Scott W, A., Ytreberg., Lisbeth, H. (1990). *Teaching English to Children*. London: Longman Inc.
- Sudjana, N. (1995). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.
- Suharo & Purbani, W. (2003). *Perencanaan Pembelajaran Keterampilan Bahasa Inggris Untuk SLTP*. Jakarta: Dikdasmen, Diknas.
- Wood, D. 1988. *How Children Think & Learn*. Oxford: Blackwell.
- Yunus Noor, A. (1981). *Preparing and Using Aids for English Language Teaching*. Petaling Jaya: Oxford University Press.
- Zainal, A. (2012) *Evaluasi Pembelajaran*, Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama.