

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussion presented in Chapter IV, it can be concluded that the implementation of the English curriculum for young learners in SDN Kuripan 2 has generally been conducted in line with the basic principles of Teaching English to Young Learners. The curriculum was implemented through structured lesson stages, including warm-up activities, main learning activities, and lesson reviews, which helped students understand the learning flow and participate actively in classroom activities. The teacher's flexible approach in adjusting activities based on students' responses and classroom conditions also supported effective curriculum implementation.

The findings further indicate that the English learning materials used in the teaching process were appropriate for young learners and aligned with curriculum objectives. The combination of school-provided materials and teacher developed resources allowed the teacher to adapt learning activities to students' needs. Visual and interactive materials such as pictures, songs, and simple worksheets were effective in increasing students' motivation and supporting vocabulary development. However, the limited availability of digital and multimedia resources restricted the variety of materials that could be optimally utilized in the classroom.

In terms of teaching techniques and methods, the study found that interactive and movement-based approaches such as songs, games, storytelling, repetition, and Total Physical Response (TPR) were suitable for young learners. These techniques encouraged students' active involvement and helped them understand English through meaningful and enjoyable learning experiences. Nevertheless, differences in students' learning abilities and limited instructional time sometimes affected the effectiveness of these techniques, indicating the need for additional reinforcement and follow up activities.

Overall, although the English curriculum in SDN Kuripan 2 has been implemented appropriately and has successfully engaged young learners in classroom activities, several challenges remain. Limited instructional time, restricted learning resources, and classroom management issues influence the effectiveness of curriculum implementation. Therefore, continuous efforts to improve teaching strategies, learning materials, and instructional support are necessary to enhance the quality of English teaching for young learners in SDN Kuripan 2.

B. Suggestions

Based on the conclusions of this study, several suggestions are proposed as follows.

1. Suggestions for English Teachers

English teachers are encouraged to continue applying interactive and learner-centered teaching techniques such as songs, games, storytelling, and Total Physical Response (TPR) to maintain students' motivation and engagement. Teachers are also advised to provide more structured reinforcement activities, including short reviews, visual aids, and simple follow-up tasks, to support students with different learning abilities. In addition, continuous professional development related to teaching English to young learners is recommended to help teachers improve their pedagogical skills and adapt teaching strategies more effectively.

2. Suggestions for Schools

Schools are expected to provide stronger institutional support for the implementation of the English curriculum by improving the availability of learning resources, particularly visual and digital materials. Adequate time allocation for English lessons and supportive classroom facilities may help teachers implement learning activities more effectively. Furthermore, schools are encouraged to support collaboration between teachers and parents to extend students' exposure to English beyond the classroom environment.

3. Suggestions for Future Researchers

Future researchers are suggested to conduct further studies on English curriculum implementation for young learners by involving a larger number of participants or different school contexts. Further research may also focus on the effectiveness of specific teaching techniques or digital learning resources in supporting young learners' English development. Such studies are expected to provide deeper insights and contribute to the improvement of English teaching practices at the elementary level.