

CHAPTER V

CLOSURE

This chapter divides into two parts which are the conclusion and suggestion of the research. The first is conclusion in which explains briefly about the after all the result of the research about the types of task in teaching English at SD Alam Muhammadiyah Banjarbaru. The second part is contain with suggestion for the teacher and the next researchers.

A. Conclusion

After the classroom observation that researcher have done at SD Alam Muhammadiyah Banjarbaru. The researcher that concluded:

1. The types of task used in teaching and learning English at SD Alam Muhammadiyah Banjarbaru is Information-gaps Activity.
2. The teacher implement the types of task in teaching and learning English at SD Alam Muhammadiyah Banjarbaru by dividing students into groups and asking them to help other group that cannot answer the question that given by the teacher.

B. Suggestion

Based on the findings of research, the researcher would like to propose the following suggestion:

1. The English Teacher of SD Alam Muhammadiyah

The researcher hope the English teacher can implement others types of task in teaching young learners because it supported by the school's environment. The teacher can also use the school's facilities around the classroom.

2. The other English Teacher

The researcher hope the types of task in this research can be used by other English teacher in teaching the students in the classroom. The teachers can also use fun activities and medias while using the types of task in teaching English.

3. The Further Researchers

Researcher provide advice to further researcher to do a research about this topic in higher grades in this school. The researcher hopes this research may helpful for the next researcher that interests to do the same kind or other field of topic for their research.

References

- Argintini, P. (1998). *Elements of Style for Screenwriters: The Essential Manual for Writers of Screenplays*. Boulder: CO Lone Eagle Press.
- Branden, K. V. (2006). *Task-Based Language Teaching: From Theory to Practice*. Cambridge: Cambridge University Press.
- Bygate, M., Skehan, P., & Swain, M. (2001). *Research Pedagogic Tasks, Second Language Learning, Teaching and Testing*. Harlow: Longman.
- Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University.
- Conny, R., & Semiawan. (1997). *Prespektif Pendidikan Anak Berbakat*. Jakarta: Grasindo.
- Conny, R., & Semiawan. (2007). *Belajar dan Pembelajaran Pra Sekolah dan Sekolah Dasar*. Jakarta: PT Macanan Jaya Cemerlang.
- Cosden, M., Morrison, G., Albanese, A., & Macias, S. (1998). *Gevirtz Homework Project*. Santa Barbara: CA: Gevirtz Research Center: University of California.
- Finocchiaro, M. (1974). *English as A Second Language: From The Theory to Practice*. New York: Regency Publishing Company.
- Fuziati, E. (2010). *Teaching English as A Foreign Language (TEFL)*. Surakarta. Indonesia: Era Pustaka Utama.
- Hainstock, G. E. (1999). *Metode Pengajaran Mantessori Untuk Anak Prasekolah*. Jakarta: Pustaka Delapratasa.
- Halliwell, S. (1992). *Teaching English in Primary Classroom*. Longman: UK Limited.
- Halliwell, S. (2000). *Children Learning English*. Oxford: Pearson Education Limited.
- Long, M. (1985). *A Role for Instruction in Second Language Acquisition: Task-based Language Teaching*. Clevedon: Multilingual Matters.
- Mustafa, B. (2003). *English for Young Learners*. Bandung: Writing Team of Crest Bandung.
- Nunan, D. (1989). *Designing Tasks For The Communicative Classroom*. Cambridge: Cambridge University Press.

- Philips, S. (1993). *Young Learners*. London: Oxford University Press.
- Satori, D., & Komariah, A. (2013). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Scoot, Wendi, A., & Ytreberg, L. H. (1990). *Teaching English to Children*. New York: Longman.
- Seldin, P. (2004). *The Teaching Portfolio : A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Bolton: MA Anker .
- Seliger, H. W., & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press
- Shamoo, E. A., & Resnik, B. D. (2003). *Responsible Conduct of Research*. London: Oxford University Press.
- Skehan, P. (1996). A Framework for The Implementation of Task-Based Instruction. *Applied Linguistics*, 17(1): 38-62.
- Skehan, P. (1996). *Second Language Acquisition Research and Task-Based Instruction*. Oxford: Heinemann.
- Skehan, P. (2001). *The Role of a Focus on Form during Task-Based Instruction*. Barcelona: AESLA.
- Stokes, J. F., & Baer, D. (1997). An Implicit Technology of Generalization. *Behavior Analysis*, 10, 349-360.
- Toth, M. (1995). *Heinemann Children's Games* . London: Oxford.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.
- Willis, J., & Slatery, M. (2001). *English For Primary Teachers*. London: Oxford University Press.
- Wiranto, E. D. (2006). *Belajar Cepat Bahasa Inggris*. Jakarta: Pustaka Belajar.