

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research results that have been presented previously, the researcher can draw conclusions related to teacher preparation in implementing English as a Foreign Language at SDIT ANIC Banjarbaru, along with the challenges encountered by teachers in the teaching and learning process, as follows.

##### **1. Teachers' preparation in implementing English as a Foreign Language class**

Based on the preparation done by teachers in implementing English as a foreign language lesson to young learners, it can be divided into several conclusions. Such as, (1) Each participant prepared themselves with the knowledge obtained from their educational background and experience in the field of English. (2) As a source of teaching materials, the participants used textbooks that had been recommended by the school as the main source. In addition, they also take some materials from various sources as needed. (3) In teaching their students in class, the participants determine and use various learning methods according to the needs and conditions of the students in the classroom. (4) To prepare the students before starting the lesson, the participants would start by greeting the students, asking about their condition, and doing ice breaking activities to ensure the students are

focused before receiving the learning materials. (5) The participants use various ways to motivate their students, such as doing ice breaking, inviting them to talk about things they like, and inviting students to watch videos and sing together.

## **2. Challenges that are encountered by the teachers in teaching in EFL class for young learners**

Based on the challenges encountered by teachers in teaching English as a foreign language to young learners, several conclusions can be drawn. Such as, (1) Many students have a short attention span so they easily lose focus when the teacher delivers the material in class. (2) Some students experience language anxiety, this condition results in their lack of participation in class. The main reason for this is that they are afraid of the negative evaluation they might receive. (3) The students in the class have different backgrounds, be it cultural backgrounds, habits, and parenting patterns. (4) The lack of facilities owned by the school such as speakers and televisions so that often teachers cannot present the material properly if they are not able to use these facilities.

## **B. Suggestion**

In addition to the research findings previously mentioned, the researcher has provided the following essential suggestions.

### **1. Teachers**

Teachers are expected to use the information presented as an insight to prepare for teaching English as a foreign language. The preparations

made can help to create a good teaching and learning activity, so that effective and efficient learning outcomes can be achieved as expected. For example, teachers can consider various teaching method to be implemented in a classroom so that the students will be motivated and not be bored. In addition, knowing the various challenges that are possible to be encountered in the future is expected to make teachers be more prepared to teach and find ways to overcome these challenges.

## **2. Researchers**

For future researchers, it is hoped that the data that has been presented can be a good reference for research on similar topics in the future. In the future, it is hoped that researchers can examine in more depth the preparation of teachers in implementing English as a foreign language learning to young learners better. Related to the topic that has been presented, one of the researches that can be done further is to examine the effectiveness of each method used according to how the conditions and needs of students in the classroom.