

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

The chapter concerns with the conclusions of what practices make TEYL run effectively and some suggestions that need to be understood to develop TEYL in the schools. First, the researcher found some good practices in TEYL by the research subject of the study in their teaching implementation both in the classroom and out of the classroom. In detail will be explained below.

6.1 Conclusions

Based on the research findings and discussions, the teaching English practices of TEYL at both SDI Qurrota Ayun and MI Al Azhaar are run effectively. What the point supported that statement can be listed such below;

- a. The English teacher prepared well the administration of teaching before implementing English teaching. The preparation included designing lesson plan, teaching material and teaching media.
- b. The implementation of TEYL fulfilled the characteristics' of the effective teaching on TEYL. This included the various activities in teaching learning process such as role playing, presenting news, making drama / dialog, singing and dancing, and watching videos/ movies. Then the teacher also involving the students in every activity in the class when in the beginning of the lesson, in whirls –activities and in the post-activities, even when out of the class. It was done to encourage and motivate the students to be active in practicing their English skill. The main goal of English teaching is when the students able to practice their English skill in daily activities.

- c. The English teachers use many kinds of assessments in the teaching learning process. This assessment has the function not only as the instrument to measure the students' achievement but as an instrument to identify students' progress, to check students' particular skill, to find out the successful of teaching and learning process, to diagnose the problems, and to identify the students' attitudes in the learning process. Almost all of kinds assessments already used by the teachers such as: teacher observation of writing, one by one questioning, teacher-led whole-class question answer, quick testing technique, one by one redrafting, peer review with teacher observing, self assessment, students oral presentation, formal diagnostic assessment, whole –class interaction, and end of year assessment. Then the teachers also giving assignment in the teaching and learning process, giving corrective feedback, test in the end of chapter.
- d. The positive language learning environment was provided for the students. Both schools provided sufficient facilities to support positive language learning environment, such as LCD projector, speaker active, internet WIFI connection, comfortable classrooms, and wireless TV. The English teachers also supported the positive language learning environment by having good personalities as the English teacher to young learners. The abilities of the teachers with the facilities and technologies also have significant effect. Then the teachers can built a good interaction with the students to support the positive language environment in teaching learning process. All of them unite be the one positive condition that creates an effective teaching learning implementation.

6.2. Suggestions

- a. Although there is not instruction to make lesson plan, it is not bad to create the lesson plan for the Cambridge curriculum at SDI Qurotaa'yun.
- b. The English program would be run more effectively if the teachers always creative and able to mastering technology.
- c. Teaching administration such as lesson plan, media and material have significant influence to the effectiveness of the teaching learning process.
- d. The performance of the teacher should be motivated the students.
- e. For other researchers this research was done in Islamic school background, therefore they can conduct similar researches related to the TEYL in the public schools or other background.