

CHAPTER V

CONCLUSION

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CONCLUSION AND SUGGESTION

5.1 Conclusion

English as a foreign language in Indonesia is considered to be the most important language among other foreign languages. It is simply because of its status as an International language. It is spoken in most of the countries around the world.

Nowadays in Indonesia, English has been introduced to elementary school, because childhood is the ideal period for acquiring a native or near native pronunciation. Also based on Curriculum 1994, English should be taught to the students of elementary school, starting from the fourth.

To teach English in elementary school, the teacher should be creative, in order that the children will be active in the English lesson.

When teaching English to her students at IMKA Elementary School, the teacher is creative in that class, but the children are passive, because they just listen to the teacher's explanation and give response to her.

5.2 Suggestions

In order to make the students active in class, the teacher should use the Community Language Learning and

Communicative Approach. There are some techniques in using Community Language Learning and Communicative Approach.

In the Community Language Learning, the writer suggests only two kinds of techniques, they are :

(1). Tape - recording Students Conversation

The teacher asks the students to have a conversation about anything they want, using their mother tongue as the common language of the group. After each native language utterance, the teacher translates what the student says into the target language in appropriate size chunks. Each chunk is recorded, giving students a final tape recording with only the target language on it.

(2). Small Group Task

The teacher asks the students to work in groups of three to create new sentences. Each group writes its sentences down. The teacher walks from one group to another to help. After the teacher finishes helping the group, each group read its sentences to the class.

In the Communicative Approach, the writer suggests four kinds of techniques, they are :

(1). Picture Strip Story

The teacher divides the class into groups. One member of each group is given a picture strip story. There are six pictures in a row on a piece of paper, but no words.

The pictures tell a story. The student with the story shows the first picture to the other members of his group, while covering the remaining five pictures.

The other students try to predict what they think will happen in the second picture. The first student tells them whether they are correct or not. He then shows them the second picture and asks them to predict what the third picture will look like. After the entire series of pictures have been shown, the group gets a new strip story and they change roles, giving the first student an opportunity to work with a partner in making predictions.

(2). Scrambled Sentences

The teacher gives the students a passage or a text in which the sentences are in scrambled order. This may be a passage they have worked with or one they haven't seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

(3). Cross Words Puzzle

The teacher distributes the photo copy of cross word puzzles as a hand out which has been prepared before. Let students work in groups, so that they can fill in the blanks happily and enthusiastically and if there is a problem, they may discuss it in their group. If they cannot they can ask the teacher.

(4). A Game called "You'll Never Guess !"

In this game, the teacher makes a brief description of some objects for students to guess. Objects maybe confined to a spesific subject category, such as plants, animals, food or clothing, or a spesific area, such as classroom, bedroom, or school yard.

There should be four sentences in the description, beginning with the less obvious details and moving toward those that make it easier for the other to guess. This game is played individually. Having mentioned the descriptions, the teacher gives a few minutes to the students to write their guesses. If the students have difficulty in understanding the meaning of the words in the descriptions, the teacher can translate the description in Bahasa Indonesia. However, the students must give their guesses in English.

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