

**CHAPTER VI**  
**CONCLUSIONS AND**  
**RECOMMENDATIONS**

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### CONCLUSIONS AND RECOMMENDATIONS

Based on the findings in chapter four, some conclusions are drawn and some suggestions concerning the application are put forward.

#### 6.1. Conclusions

Based on the results of the research findings and the discussions, it can be concluded as follows:

1. Most of the respondents in each group are ready to accept the program of teaching and learning English in the Sidoarjo Regency. In other words, most of the respondents have supportive perception toward the teaching learning English at Elementary Schools in the Sidoarjo Regency.
2. Most of principal respondents, teacher respondents and parent respondents whose schools were used to find the data perceive that English is needed to be taught at Elementary Schools. They also believe that the four language skills: listening, speaking, reading and writing are needed by the students in learning English at Elementary Schools.

3. Most of the principals and students' parents expect that English be formally taught to children, not only from the age of 10 to 12 years when they were at the forth to sixth class; but also from the age of 5 or 6 when they were at the first class. Another indicator of expectation is that they are ready to offer English instruction not as a local content subject, but as an extra curricular subject, or even as an obligatory subject that must be studied intensively based on a curriculum.
  
4. All groups of respondents (principals, teachers, students' parents) show their positive attitude to the program of teaching and learning English at Elementary Schools. Especially in facing the year of 2007, in which, according to the instruction of the head of the Office of Education and Culture, English must be spoken by all teachers of any fields of study. Now several Elementary Schools have practice this program as "One day English" which English is spoken as a means of communication in teaching.
  
5. Most respondents of each group believe that learning English starting from Elementary School will help learners learn English at Junior High School (SLTP) and they do not feel worry the students decrease their motivation in learning Indonesian language and culture.

6. Most respondents of each group agree that English must be taught starting from the first class of Elementary School because most of the students have been taught basic English when they were at the Kindergarten School. In this case, it is not realistic if English will be taught starting from the fourth class.
  
7. Many of English teachers who are teaching English at Elementary Schools in the Sidoarjo Regency have good qualifications or they are ready to conduct the teaching of English. Because they are graduated from undergraduate (S1) and D2/D3 of the English Department. But indicating on their experiences to accompany seminars or workshops for English for young learners, they are not ready. Meaning that most of them never follow English seminars or workshops for young learners.
  
8. The availability of English teachers shows that there are many schools ready with the English teachers. While, English teaching and learning facilities indicate that most schools are totally not ready. The indicators dealing with textbooks show that schools are categorized mostly ready because each school has been dropped five or more textbooks. However, those are only for teacher's handbook.

9. Students, towards an English program, are mostly ready and interested in studying English. Almost all school principals state that his/her students are curious and very curious to study English or interested in English.
10. There are two problems related to human factors that are faced by respondents. They are (a) English teachers and (b) the cooperation between parents and schools (principals). Some problems appear dealing with non-human factor faced by the respondents (schools): (a) the English teaching materials, such as: textbooks, storybooks, magazines, and dictionaries, and (c) the English teaching media/aids, e.g. tape recorder, cassettes, pictures and flash cards.

### **The researcher's conclusion**

Based on the data gained by the closed-ended questionnaire, the result of the study can be concluded that Elementary Schools in the Sidoarjo regency are *ready* in implementing the TEYL program. However, based on the information gathered from the open-ended questionnaire (the data gained by the researcher's sphere observation and interview), the result of the study can be concluded that

- (1) the Elementary Schools located in the Sidoarjo town mostly or 9 (90%) out of 10 ES *are ready* in implementing the TEYL program,

(2) the Elementary Schools located out of the Sidoarjo town, in the district areas, only 7 (14 %) out of 50 ES are ready. It means that Elementary Schools located out of Sidoarjo town are not ready in implementing the TEYL program.

## **6.2 Recommendations**

1. The head of the Office of Education and Culture of Sidoarjo Regency is suggested to give particular attention and inspection toward the teaching and learning of English particularly for elementary schools that have programmed it. It is also recommended that he periodically invites the English teachers to join workshops or in-service training concerning the teaching-learning English for young learners.
2. The supervisors of elementary schools are expected to master English in order they are able to know the development of elementary schools that programming English and in turn, they can assist the English teachers to design the English teaching program.
3. The Elementary School English teachers are recommended to select and develop instructional materials freely and choose instructional techniques and

media based on the students' need, interest, age, and other particular characteristics in their school environment.

4. In enhancing the students' interest and motivation to study English the teachers are also suggested to explain to the students the benefit of English, and give them praise, and rewards.
5. Elementary School principals are suggested to provide their school library with some English textbooks and extra reading books, i.e. story books, magazines, pictured dictionaries particularly for young learners and relevant teaching aids as well.
6. Parents are expected to cooperate with schools where their children study by giving their contributions in the form of fund or ideas to support the extracurricular activities at their children's school.
7. The Provincial Office of National Education and Culture is recommended to develop the English local content curriculum and its basic course outlines (GBPP) and distributes the documents to the schools.

8. The local Institute or University that has an English education department is suggested to offer optional subjects on teaching English for young learners. It is also recommended that the Institute or University that runs Teacher Training for Elementary School (PGSD) program English for young learners in its syllabus.
  
9. For the other researchers, further study concerning the teaching and learning English at Elementary Schools can be conducted by enlarging the research sample, using a different approach of study such as experimental research or action research, focusing on the research area in specific details, or by using different research methods.
  
10. Last but not least, the Government of the Sidoarjo Regency is suggested to recruit English teachers and elect them as the permanent English teacher.

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