

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher is going to draw the conclusion from the previous chapters which have been discussed. Teaching materials at Hj. Isriati 2 kindergarten are appropriate for kindergarten students. The teaching materials had been selected and organized from the theme. The materials mostly focus on vocabulary developing. The vocabularies are related with students' daily things and events. The materials are; self-identity, counting, colors, my family, animals, fruits, transportations, professions, and part of body. Textbooks are used as complementary materials. The teaching aids such as pictures, flashcards, and concrete physical object used to help the students to understand the lesson clearly. English language teaching methods at Hj. Isriati 2 kindergarten are appropriate for kindergarten students. The decision of teaching techniques is considered the characteristic of kindergarten students as language learner. The methods used are eclectic, combination from various methods. From the description of teaching techniques in English language teaching learning, it can be assumed that the various methods used include Communicative Language Teaching (CLT), Total Physical Respond (TPR), sing a song technique, and Question method. The medium of instruction is English and Indonesian language. English language learning assessments at Hj.

Isriati 2 kindergarten are appropriate for kindergarten students, whether informal or formal assessment because the techniques of learning assessment are suitable with students' level. They are asking the students to mention the vocabulary, question, drawing and colouring, and task. The teacher also gave appropriate feedback; correction, praising, and giving reward. The assessments are more emphasized in accuracy activity than fluency, focusing on the accurate vocabulary, pronunciation, and word-writing.

B. Suggestion

In English language teaching and learning at kindergarten, the teacher must create enjoyable, fun, and interesting situation as possible as the teacher can. However, the decisions of teaching materials, learning assessments, and teaching method should be structured appropriately and consider the students' characteristic as very young language learner.

In making assessment activity whether formal or informal assessment, kindergarten teacher should create enjoyable, fun, and interesting situation. It is in order to make the students not be bored in learning English as foreign language.

As very young learner, the kindergarten students still need the teacher individual attention as much as possible. They need to be guided to learn individually. So, kindergarten teacher should give individual attention as much as possible for the students. For

example, when doing the task, the teacher can go around and asking about the students' work.

This research has found out the description about English language teaching learning at Hj. Isriati 2 kindergarten in terms of teaching materials, learning assessments, and teaching methods. Because of the short time of collecting data, the finding is not too detail. For example, this research can draw the description of summative assessment on the end of semester at Hj. Isriati 2 kindergarten because the time of collecting is endless.

Finally, the writer realizes that this thesis is far from being perfect, but she hopes this will be useful the readers and researcher of similar discourse.