

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are three teachers observed for research. Section 5.1 of this chapter reveals what teaching methods employed by each teacher. Each teacher employed a combination of two types of method, with only one teacher modified the method used so that it got closer to the characteristics of child-centered method. The next section, i.e. Section 5.2 gives several notions on how researchers and practitioners on teaching English to young learners, together with other education stakeholders in Indonesia may work for betterment in this language teaching field.

5.1 Conclusions

This research focuses on portraying what teaching methods employed by three teachers in two elementary schools in Western Bandung Area, West Java. Regarding the education level of the students, i.e. elementary school students who are categorized as young learners, it is ideal that the teachers employ child-centered method. However, the research shows that the three teachers were not familiar with child centered method.

Of the three teachers under research, T1 relied heavily on Grammar-translation method and Total Physical response method. T2, teaching in the same school as T1 did, employed Grammar-translation method combined with Audio-lingual method. As a consequence of their consistency in using those methods, the two teachers never embed any context in any of their instructional process. The

students in their classes were let to memorize words and phrases in isolation, and thus resulting in their incapability of using the language features learned in novel situations.

T3, being in favor of Total Physical Response method, attempted to provide context in her classroom activities. She also related particular meeting's language focus with the students' life and get her students to practice communicating in English with her. Although there were many aspects T3 had not been able to apply to fulfill all characteristics of child-centered method, it is evident that T3 was the only teacher whose teaching method was close to child-centered method.

5.2 Suggestions

Two out of three teachers under research neglected the importance of meaningfulness when teaching English to young learners. This may as well occur in many other schools in wider society in Indonesia. Having known this fact, it is highly recommended that English teaching practices in Indonesia be upgraded, especially in terms of how the learning process would promote meaningfulness and maximize students' learning potential. These two aspects are possible to achieve with the implementation of child-centered method. Hence, child-centered method should be socialized as wide as possible.

That way, there are at least three elements of society who will be responsible for the socialization: English teachers in elementary schools, The Government of The Republic of Indonesia, and Education Researchers. English

teachers in elementary schools are responsible in the way that they have to be self-motivated to sustainably upgrade their teaching quality. Teachers need to open their minds and hearts to any avenues of English teaching methods, and to always be curious whether they have correctly interpreted particular theories. This way, they will be able to decide what methods suitable for their students' characteristics, e.g. characteristics as young learners. Thus, should there be any seminars or workshops available the teachers should not miss them. Teachers may also refresh their teaching knowledge reading books or search in the internet. Social network would also be very helpful for sharing ideas about teaching.

It is understandable that access, i.e. distance or economic factor, oftentimes be the barrier for teachers to reach the sources of knowledge. That way, it takes more powerful authority, i.e. the government, to solve the access-related problems. To start with, the government needs to acquire more information on child-centered method, or any teaching methods that put forward meaningfulness. The government also needs to provide wide-range of English teachers' training, especially on the practice of child-centered method. One more specific training the government needs to provide is on how to create syllabus and lesson plans, especially the child-centered one. The last type of training is of an urgency regarding the fact that many teachers prefer to rely on what their school's textbook offer and neglect the importance of lesson planning, regardless the quality of the textbook.

Education researchers are also responsible in terms of providing more facts and discussions on teaching English to young learners. Of many problems

existing, the issue of the use of textbook by English teachers is worth researching. One common phenomenon among teachers in Indonesia is that they prefer to use schools' textbook as the source of everything, including the content of their syllabus and the types of classroom activities for their classes. This may be understandable concerning the fact that it takes time to create a syllabus; however, it is also worth questioning whether the books are qualified to be used as a master source of teaching practices. In fact, the textbooks, as used by the teachers under research, are not child-centered and focused merely on giving away grammar drilling and spaces for meaningless vocabulary memorization to the students.

