

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 1. Conclusions

The study was conducted to two English teachers in an ISO standardized English Course in Bandung. It was aimed to find out the strategies used by teachers in encouraging young learners participation. The aim was answered by listing and describing the strategies used by the teachers which gained learners' participation in term of three types of interactions, learner to content (LC), learner to learner (LL), and learner to teacher (LT). The investigation was implemented by two data collection namely teacher interview and classroom observation. The result can be noted as follows.

The results revealed that the teacher used many strategies in encouraging their young learners in the class to participate. The strategies in this case are what the teacher did to gain students participation in terms of three types of interaction, namely Learner to Content (LC), Learner to Learner (LL), and Learner to Teacher (LT). It is found that there are thirteen strategies used by the teachers which are successful to gain students participation. They are asking question, providing interesting teaching aids, mentioning learners' name. giving commands, giving positive verbal reward, presenting interesting activities, point system as reward, relating topic to the previous lesson, giving reinforcement, checking students'

understanding, modeling, reviewing, creating teamwork. She also found some problem appeared during the process such as time allocation, student condition, students' difficulties to understand English instruction. The follow up strategies used by the teachers are flexibility principle, providing another interesting activities, and switching into mother language

## 2. Suggestions

Based on the discussed findings of the research, some suggestions for applying strategies in encouraging young learners participation are offered.

For English young learner teachers, it is really suggested that they have a deep understanding about who young learners are and how they learn when applying certain strategies in encouraging their participation This suggestion is based on young learners' characteristics which are unique and have their own way of learning (Pinter, 2006). In addition, EYL teachers are also recommended to anticipate the possible problems that may be encountered during the process in order to have some anticipation strategies to deal with unpredictable problems. Moreover, the teachers are suggested to make sure that the learners can be active participants to lead to a successful learning.

For further research, as has been stated in the Chapter III, this study only involved two teachers as participants. Therefore, if time, finance and energy allow,

future researchers can expand scope to a large number of participants to have a better representativeness.

Finally, as an attempt to validate the findings, the future researchers are also recommended to involve learners to be interviewed. In this study, interviewing the learners was not employed to collect data since the participants were young learners who were considered difficult to be interviewed by the researcher.

To sum up, hopefully this research can give contribution to the involved authorities to improve their individual competence that may lead to the improvement of learners' learning as well as educational achievement.