

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This concluding chapter begins with brief overview on the implementation of teaching English to young learners (TEYL) at primary schools in Bandung city. Then, it continued to an outline of the study's major findings as these relate to each of the four subordinate research questions. The chapter then sets out recommendations and suggestions for the implementation of TEYL at primary schools in Bandung.

5.1 Conclusions

5.1.1 Brief overview of TEYL at primary schools in Bandung

According to the data base on the educational and cultural department of Bandung, here are 460 primary schools in Bandung city including 274 public schools and 186 private schools. Since the 2013 curriculum of primary school was launched in 2013 and effectively implemented in 2016, English is now becoming an extracurricular in primary schools. Based on the curriculum structure of primary school, English is not longer included as a local content any more like in the previous curriculum but as an extracurricular.

The status of English as an extracurricular at school affected to the implementation of English at primary schools. It impacts to the number of school which conducted English at school and the status of English at school. When the status of English at school as an extracurricular, the number of schools which conducted English at school and the number of students who learn English were greatly decreased. Not all primary schools in Bandung conducted English and also not all students in a school attended English as the extracurricular program. It was an interesting fact in the field, that since the government policy regarding English at primary schools placed English as the extracurricular, the English teachers conducted English at school in the morning as a local content like previous curriculum (KTSP). According to the survey of 30 schools in Bandung city, 70% primary schools conducted English as a local content, 23% primary schools conducted

English as an extracurricular, and 7% primary schools did not conduct English at school. However, most of public schools reported English as an extracurricular even though the implementation in the class was as a local content like the previous curriculum. Whereas, all private schools that had been investigated conducted English at school as a local content and reported as a local content as well.

5.1.2 The implementation of TEYL at primary schools

The implementation of TEYL in primary schools was varied from one school to another since there was no guidance from the government on the English teaching program in primary schools. The teachers designed the syllabus based on the students' needs. Teacher of each school used different syllabus. Some teachers used the syllabus design proposed by the previous curriculum, some teachers created the syllabus by themselves, and some teachers used the syllabus from English school/course.

The activities in the class are different from one school to another. It depends on the teachers' creativity and the school facilities. The teachers' creativity will enrich students' learning experiences. A creative teacher will give various way of teaching so that students will have many different learning experiences through different learning tasks and activities. Teachers delivered the teaching materials with various teaching methods to support communicative teaching methodology. The activities that were often done by the teachers in every lesson were students repeating teachers' pronunciation, writing activities, completing sentences, reading aloud, students memorizing words, games, songs, grammar exercise, and spelling exercise. Poetry was not popular activity among the activities given in the questionnaire. Silent reading was also not popular in the activities of English lesson. The researcher found the use of textbook and teaching materials are greatly different among the primary schools in Bandung.

In terms of evaluation, only public schools which conducted summative test. Moreover, one public school only administered formative and summative test which is 'traditional'. The teachers were focusing on the reading, writing, grammar, and vocabulary, rather than on listening and speaking. It is different with the assessment in private schools where the teachers emphasized on the authentic assessment in the form of formative

assessment. The teachers conducted various assessment techniques. Each school had different assessment techniques held in the classroom. Oral interview was the most popular authentic assessment done in the assessment techniques.

5.1.3 The challenges of TEYL at primary schools.

The biggest challenge of the implementation of teaching English to young learners is the government policy. The inclusion of the English language as an extracurricular in the national education curriculum of primary schools affected to the implementation of English teaching at primary schools in Indonesia especially in public school.

Another challenge of teaching English to young learners in Indonesia especially in Bandung city was the teachers' competence. Most of the English teachers in primary schools were not from English education department (60%). Lack of appropriate training is still seen as problematic and becoming a challenge by many teachers in Bandung and in Indonesia as well. Moreover, it was known from the questionnaire that most of the English teachers have English proficiency in the level of lower intermediate.

English language environment and exposure became a challenge in teaching English as a second and foreign language in Indonesia. English was not widely used at home, school society, and public places so that English teachers need to give English learning atmosphere. It is becoming a challenge for English teachers in primary schools to give English environment and exposure such as English day, spelling bee competition, speech competition and so forth. It is becoming exposure for students to learn English without anxiety.

5.2 Recommendations

This study uncovered the reality of the implementation of TEYL at primary schools in Bandung city. The implementation of TEYL at primary schools in Bandung city were different from one school to other schools. The researcher has some recommendations to give contribution on the TEYL implementation in Bandung. The following recommendations are based on the major findings of the study.

1. The local government needs to make a policy regarding the implementation of English teaching for young learners in primary schools. There should be three alternatives status of English at schools: 1) English as a local content for schools whose own adequate human resources and facilities, 2) English as an extracurricular for schools whose human resources and facilities are limited, or 3) English is not allowed to be conducted at schools when there is no adequate human resources and facilities at school.
2. There should be a teacher training on how to teach English to young learners using appropriate methods. This will support pre-service and in-service teachers to teach young learners at schools.
3. There should be an English Teachers for Young Learners Community (ETYLC) to facilitate English teachers in primary schools to share their ideas and experiences. The interest of English teachers shown in this study by a large number of teachers in the region and the similarities in their activities and concerns demonstrate that there is a need for greater opportunities for sharing ideas and experiences amongst primary school teachers of English locally, nationally, and internationally.
4. English teachers in primary schools need to provide students with the English environment and exposure. The English environment and exposure at school are such as English visual aids in the classroom and outside the classroom, English day, English competition, video conference, inviting native speakers at school, and sister school program.