

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

6.1. Introduction

The aims of this case study is to find out the improvements made by the teachers in teaching English to very young learners based on the pedagogic competence through lesson study. Moreover, it also investigates on the main issues that became the basic problems and the efforts to overcome those problems to make the improvements. This chapter reviews the overall processes and results of this study into the 1) conclusions, 2) pedagogic implication, and 3) suggestion.

6.2. Conclusions

According to the data analysis results and their discussion, the teachers in general faced the problems related to the implementation of the standards mentioned in the regulation of National Education Ministry no.58/2009, the environmental factors, and their own anxieties.

The particular cases found related to the failure in implementing the standard were about the ratio between the number of teachers and students, teachers' formal education background, limited area of the learning center and insufficient facility in that learning center. Since the ECE center is organized through community-based management, the environment where the learning center was built affects its development. Most residents were economically disadvantaged and it closely connected to the background of children who studied in that ECE center although that center was actually open for everyone. The background of the students which certainly correlates with their parents'

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LESSON STUDY AND THE IMPROVEMENTS OF TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH TO YOUNG LEARNERS

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perspective towards the objectives of learning activities sometimes disrupted the plans that had been designed by the teachers. Thus, more cooperation with parents was needed.

As the main focus of this study, teachers were the basis to make the changes in this ECE center. However, the teachers still faced the anxieties which came up from these factors: no lesson plans written regularly, insufficient education background, no teaching experience, less ability in English use, and lack of confidence.

The changes for improvements which directly and mostly depended on the teachers' involvements were tried to be attained through some discussions in the form of focus group. There were three stages elaborated in the focus group which used the stimulated-recall technique towards the videotaping watched in the process of discussion. Each stage has focus which started from general case that needed to be changed first to the more particular ones. In the first stage, English teaching strategy was chosen to solve the problems which occurred in the form of instruction to translate the language, over assistance or spoon feeding, and inappropriate songs. For that reason, letting the students learn language naturally to support the development of children's cognitive potentials through observing the appropriate model is the main concern to develop in the first stage.

Having known the suitable strategies in teaching English to young learners, teachers' quality and quantity of English use production had to be maintained too. Although some exercises and practices had been done in the focus group, the good result of its implementation in the classroom could not be instantly seen. Some errors or mistakes made by the teachers were solved in

different ways depend on how serious the errors or mistakes occurred; when the situation was too risky for the students' learning development, the correction was given on the spot at that time.

The last stage to complete the teachers' needs for the improvement of their teaching quality is building up teachers' confidence. There are some observable and hidden facts that captured during the process of improvement. The nervousness seen from their behavior might have been the result of their self-underestimate. The support through exploring what the teachers had done well previously became the trigger for the teachers to be more confident to give the more appropriate service in teaching English to young learners.

From those efforts, there were some facts as the evidence of improvements. Some points that became the focus of general pedagogic competence discussions have been changed to be better, such as the regular written lesson plans and the more activities which contain the form of 'play'. The activities were also explored more using the cheap or provided media in various contexts. In conveying the lessons, some adjustments have been made regarding some concepts of children's language development and the application of pedagogic competence. The songs taught were also more contextual and meaningful for children.

As the main and conclusive improvements, the teachers more confidently taught English using more appropriate strategies with various media. The teachers also produced more appropriate English use to give more exposure to the children. Overall, the problems raised do not become the catastrophe anymore but the

stimulation to provide the good service of English teaching for Indonesian children.

6.3. Pedagogic Implication

Issues about teaching English to young learners in Indonesia have become the interest to discuss. The awareness about the importance of English in Indonesia has led some schools to give an extra service: providing English as a lesson. Early childhood education which has become the concern for the Indonesian government tried to be more developed through the education program in the form of non-formal education. For the non formal ECEs which are organized using community-based management, some advantages and disadvantages raised would depend on the potentials of each community or area where the learning center is built.

This study has given an illustration of how the teachers tried to give better service for the public especially the children. The improvement does not mean that the learning center, especially the teachers now have attained all standards required by the government or have reached all the teachers' dream about the good package of Early Childhood Education. However, at least the result of this study can be used as a model that initiate other non formal Early Childhood Education centers, particularly which employ the community-based management to make some improvements through exploring their provided potentials.

6.4. Suggestions

This study has investigated the improvements of teachers' pedagogic competence in teaching English to young learners. Basically, the focuses raised in this study did not discuss all sub-competences in pedagogic competence, but only some points based on the main issues the teachers wanted to overcome. For example, evaluation as a part of pedagogic competence did not explored widely. That part could be the main issues in other context of other learning center. Moreover, the further study could also raise the issues about other competences of teachers, such as personality, social, or professional competence.

In addition to those suggestions, the area of this study could be extended too. While in the present study the focus is teachers, the further studies could focus on the students, the regulation, the environments, or even the parents that involve in the process of teaching English to young learners.