

## **Chapter V**

### **Conclusion and Suggestion**

This chapter presents the conclusion of the overall view which has been discussed in the previous chapters and it also presents some suggestions that hopefully will be useful and will give additional input in the teaching and learning English process, especially the learning model used in Teaching English at Preschool.

#### **Conclusion**

Based on research that had been conducted in TK Damhil, it could eventually obtain a conclusion. Based on the result of the data analysis in finding and discussion of the research, it could be concluded that in each learning process the teacher uses a learning model beyond the center of the circle and time. Where teachers teach by using Sentra at each meeting. The teacher always uses games combined with several models as learning strategies. Where in this learning model students like to feel the atmosphere that is taught in each Sentra. This is a learning model that is used by teachers in preschool, in each meeting has a different learning process but in the same material, the goal is that each class get the same learning, after all, classes are finished with the material the teacher will continue the different material based on the lesson plan. This learning model is very well taught to early childhood because their memory is very strong.

Teaching the English language in early childhood is not easy, because early childhood is a child whose mindset often changes and is in a period of development

and growth. Where every student needs attention from a teacher to direct what they don't know. And the teacher must remember everything that the students do so that the teacher is a big responsibility for a teacher to educate young children. Other difficulties also faced by the teacher when the teacher prepares lesson plans for each material that will be taught but cannot be applied in the classroom because of changes in attitudes in students because every child has a different character. Therefore, teachers must be more creative in finding ideas about games that can attract the attention of students during the learning process so that it becomes fun learning. According to Rina Any Anawati (quoted by Asmani 2009: 27), the creative process in learning is very important for a teacher. Creating a classroom atmosphere that is full of inspiration for students, creative, and enthusiastic is one of the tasks and responsibilities of a teacher. That way, learning time will become a learning process that is always awaited by students.

When the learning process takes place in the classroom, the teacher always explains learning material using English, starting from words that can be understood until new words that students do not understand. If early childhood does not understand what is said by the teacher, then the teacher will translate into Bahasa. This technique is applied because early childhood usually will understand and can memorize each letter or vocabulary spoken by the teacher.

After making observations for six times, the teacher often does not look to use three learning models from the four models in the discussion of Chapter II because it might be from the condition of students who still cannot capture each lesson. When viewed

from each meeting, students are very active in learning so the teacher is afraid to make mistakes if students are unable and continue to be forced into the teaching process in the classroom. Therefore, the teacher only focuses on one learning model that is taught in the preschool to deliver learning material.

### **Suggestion**

Considering this studied, the teacher pays more attention to the material during the learning process, especially for children aged three to five years. They have the ability and confidence to speak English, it would be better if early childhood used their time as well as possible to practice four skills in English in the classroom. And it is recommended that other researchers research teaching English used different techniques or strategies for early childhood.

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