

CHAPTER V

CONCLUSION AND SUGGESTIONS

In the last chapter of the report will be a conclusion from chapter one until chapter four. Besides that, the writer also provides suggestions for the better future of the internship program.

5.1 Conclusion

In conclusion, the main point of the given text is that teaching English to young learners is crucial in today's globalized world, and it requires effective and engaging instruction that aligns with their cognitive, emotional, and developmental needs. Starting language learning at an early age can contribute to cognitive development and enhance critical thinking skills. The internship objectives include obtaining a bachelor's degree, implementing theories and practices in the internship place, and gaining job experience and skills. The scope of the report focuses on the writer's personal experience during the internship program at SDK Yos Sudarso Kepanjen. The significance of the internship lies in the opportunity for the writer to apply what she learned in her TEYL class, gain new professional experience, and establish a long-term collaboration between the school and Universitas Ma Chung.

The Chapter 2 provides a general description of SDK Yos Sudarso Kepanjen school, including its location, educational stages, sponsorship, and vision and mission. It also discusses the writer's internship activities, including teaching responsibilities and participation in school events. Lastly, it highlights several problems encountered during the internship, such as student attention and behavior issues, class size, lack of student discipline, and lenient school regulations.

Classroom management theories, such as behaviorism, humanistic theory, and constructivism, play a crucial role in shaping student behavior and academic performance. These theories emphasize the importance of rewards and consequences, intrinsic motivation, and active learning and student interaction, respectively. By understanding and implementing these theories, educators can create a positive and productive learning environment that fosters student engagement, self-discipline, and academic success. Additionally, the text highlights the importance of theoretical foundations in teaching English to young learners, such as constructivism, socio-cultural theory, the Input Hypothesis, and the Interactionist Theory. These theories provide insights into language acquisition and have practical implications for creating language-rich environments, promoting active student participation, and providing scaffolding and support. Finally, the text explores behaviorism theory and its implications for education, emphasizing the role of observable behaviors and environmental factors in shaping learning experiences. By incorporating behaviorism principles into educational practices, such as behavior modification techniques, individualized instruction, effective classroom management, and timely feedback, educators can enhance student engagement and support their overall development.

In Chapter 4, the writer provides suggested solutions to various problems related to student attention and behavior, the number of students in a class, lack of student discipline, and lax school regulations. These solutions involve strategies such as implementing engaging teaching methods, establishing clear expectations, utilizing classroom assistants, and reviewing and revising school policies. By implementing these solutions, educators can create a supportive and structured

learning environment that promotes academic success and personal growth among students.

5.2 Suggestions

In the last section of this internship report, the writer will provide suggestions for the study program and school based on her experience. This is a great opportunity for students in the English Letters Study Program at Universitas Ma Chung who are interested in TEYL issues, particularly those who enjoy interacting with young learners, as the writer did. In TEYL class, the writer learnt about the characteristics of young learners, how to teach young learners, lesson planning, how to conduct teaching and practice activities, and so on. Hopefully, in the future, English Letters students at Universitas Ma Chung will be interested in doing an internship in the TEYL program. It is the opportunities where students may use both ideas and practices from what they have studied in TEYL class. Most crucial, do not be anxious when teaching to young learners. Simply enjoy the process and cultivate a joyful learning atmosphere.

For SDK Yos Sudarso Kepanjen, hopefully the school will open the internship opportunities for any literature study program from any universities in Indonesia, not only for the teacher education study program. Besides that, it will be better if the school share a teacher guideline or manual book (certain rules about teacher's etiquette) for internship students so that students will not be confused when they are doing the internship program. The writer hopes for the school to be more effective in implementing and enforcing the rules that exist. If the school can provide counseling for students who may need a place to tell their problems because they are unable to did it at their homes. Also, the school might need new teachers

and staff at SDK Yos Sudarso Kepanjen so that the teachers don't feel overwhelmed when teaching many subjects at once.