

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is the last chapter which contains with the conclusion and recommendation. The conclusion was derived from the findings and discussions. Meanwhile the recommendation is expected to give the suggestion for the teaching and learning practice and also the further study.

5.1 Conclusion

Based on research question, the result of the study revealed that there was the evidence of dialogic teaching but it was not implemented frequently. The dialogic interactions were only implanted in the form of authority, questioning, and feedback. However, there was absence of dialogic response from the students, and only a slight dialogic students' collaboration. The finding also revealed that there was no evidence that teacher connected the students' ideas during the learning process.

Although the dialogic teaching was not predominant, and the teacher tended to control almost all of the interaction and discussion during the learning, the teacher was found to be able to position herself in using dialogic teaching. The teacher realized the timing for using it in order to engage the learner with the learning. The teacher also allowed the students to initiated a question or speech.

The dialogic teaching was proved to be able to trigger the silent students to speak, and engage in the discussion. But, the students' disengagement was still found when the dialogic teaching was not implemented. This might happen because of the majority of students came from the low socio-economic background with the parents who had low education background. The students did not get special attention on learning and working while they were in home because the parents' limited time which is mostly spent for working. The low education background of the parents also caused the lack of guidance for students while they were learning at home.

5.2 Recommendation

The dialogic teaching was proved in the study as beneficial for teaching English for Young Learners as it can trigger the students to engage in the learning process. The teacher could develop the implementation of the dialogic teaching step by step by opening the students' talking opportunity. The simple implementation of the English language during the learning is also needed in order to reach the meaningful and authentic learning.

For the further research, the researcher suggests the more exploration on the type of engagement which appeared from the dialogic teaching. The further research can also be conducted in the international or bilingual elementary school in order to make comparison with the public school.