

CHAPTER 5

CONCLUSION

This will be a few of the last paragraphs in this research. After I swam among those children's utterances, I found several unique and interesting results in the language world. Language has lived their life since Mother gave birth to a child; they already took action with us since Mom was in her trimester. Teachers play a crucial role in each children's life, whether they are in kindergarten, elementary school, or courses that become the learning environment themselves. The first thing that every teacher should understand and comprehend is the knowledge that each student's situation and condition are unique.

This research brought me in an explanation that there are no differences among students; however, their background were still just kids. Teachers must know first by observing each student in the class so it could be easier for the kid to memorize English as their second language. I hope they got help from what Halili and Zahroh define bilingualism, learning about how language works inside a kid from those several factors. The learning environment, native language characteristics, ages, and many other factors from Halili and Zahroh could be identified in this research to summarize how the children could speak English so well. Which I hope will help teachers in the future, not just with the teaching techniques, but with students' conditions as well.

It can be concluded that this research convinced us that ADHD students still could acquire multiple languages, nor did they have ADHD symptoms; whenever they are crawling, their heads will scream in English, but it should be supported by the teacher's knowledge about the techniques, how they could be the best environment for the kid itself. Wherever the kid lived, if God allowed their body and brain to proceed and take action about it, English or any foreign language would live in their lifetime, depending on their environment.