

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The last chapter consists of two sections. Section 5.1 presents the conclusion extracted from the conducted study and Section 5.2 which presents suggestions for related authorities and further research under the same topic. The conclusions are made based on the findings and discussions in the previous chapter.

#### 5.1 Conclusions

The study was conducted to an English teacher in one of primary schools in Bandung. It was aimed to find out whether or not the teacher gives instructions in EYL classrooms effectively. The aim was answered by describing supports employed by the teacher while giving English instructions and learners' responses toward the instructions given. The investigation was implemented by two data collection namely teacher interview and classroom observation. The result can be noted as follows.

Firstly, concerning supports that were employed by the teacher while giving instructions, it has been shown in classroom observation that the teacher supported the instructions by giving gestures, visual aids, modeling, *realia*, facial expression and eye contact. So as to validate this finding, through interview, the teacher has also

admitted that visual aids, gesture, modeling, and facial expression were usually employed to support the instructions given. Although using *realia* or lifelike items was not admitted by the teacher in this study during interview stage, but the use of this support was discovered in classroom observation. These findings confirmed that the teacher has given extra supports to back up learners' understanding toward the instructions given by employing some devices or media for sheltering teacher's instructions proposed by Hill and Flynn (2006) which is also suggested by Moon (2000), Cameroon (2001) and Linse (2005). However, it was also found in the study that the teacher made some problems while giving English instructions. The problems covered no checking learners' understanding, talking without engaging learners' attention, lack of modeling in games or in doing exercises, code switching to the first language and the use of interrogative sentences in giving instructions.

Regarding learners' responses, three main categories of response namely relevant response (Rr), no response (Ro) and irrelevant response (Irr) were given by the learners toward the teacher's instructions. Similar to findings of Suherdi's research (2009), in this study, learners' irrelevant responses also occurred in many forms. They were realized in three situations as follows: a. when the learners gave response but, it's not relevant to the instruction (Irr 1), b. when the learners asked the teacher the Indonesian meaning of the instruction (Irr 2) and c. when the learners asked the teacher about what to do (Irr 3).

For answering the main research question dealing with whether or not the teacher gave English instructions in EYL classrooms effectively, percentage of each

response was calculated. The percentage was calculated because learners' responses become the key to determine whether or not the instructions are effective. The result showed that the rating descended from relevant response (Rr) with 56.996%, no response (Ro) with 30.716%, irrelevant response 1 (Irr 1) with 8.191%, irrelevant response 3 (Irr 3) with 3.412% and irrelevant response 2 (Irr 2) with the least percentage, 0.682%. This finding showed that relevant response was discovered to be the most frequent response that was given by the learners toward teacher's instructions with 56.996%. This percentage is higher than that of Ro (30.716%), and total of Irr's (12.285%). Considering this calculation in which  $(Rr) > (Ro)$  or Total of (Irr), it seems fair to say that, generally, the teacher has given English instructions in EYL classrooms effectively. However, the percentage of no response (Ro) and irrelevant response (Irr) left an important note that in some ways, the instructions have not been given effectively. Some problems which were discovered being made by the teacher while giving English instructions which covered no checking learners' understanding, talking without engaging learners' attention, lack of modeling in games activities or in doing exercises, code switching to the first language and the use of interrogative sentences in giving instructions seemed to cause the learners give no responses or irrelevant responses toward the teacher's instructions.

## 5.2 Suggestions

Based on the findings of the research, some suggestions for giving instructions to young learners are offered.

For EYL teachers, it is suggested that they have a deep understanding about who young learners are and how they learn when deciding to use English for giving instructions in EYL classrooms. This suggestion is based on young learners' characteristics which are unique and have their own way of learning (Pinter, 2006). In addition, EYL teachers are also recommended to give more appropriate supports to back up the instructions in order to simplify learners in understanding the instructions. Giving more appropriate supports while giving instructions in EYL classrooms enables learners to comprehend the instructions easier. Moreover, after giving instructions, checking learners' understanding toward the instructions given is a crucial thing to do by teachers. The teachers are suggested to make sure that the learners clearly understand what they are required to do everytime the instruction was given. Learners' clear understanding about what they are supposed to do in a learning process will lead to a successful learning.

For further research, as has been stated in the Chapter III, this study only involved one teacher as a participant. Therefore, if time, finance and energy allow, future researchers can expand scope to a large number of participants to have a better representativeness.

Second, in video tapping classroom observation, it will be better for the future researchers to use two tape recorders, one for recording teacher action while giving the instructions to the learners and another for recording each learner's response towards the instruction given by the teacher. The use of more tape recorders can avoid the possibility of missing important moments.

Finally, as an attempt to validate the findings, the future researchers are also recommended to involve learners to be interviewed. In this study, interviewing the learners was not employed to collect data since the participants were very young learners who were considered difficult to be interviewed by the researcher.

To sum up, hopefully this research can give contribution to the involved authorities to improve their current situation and individual competence that may lead to the improvement of learners' learning as well as school achievement.