CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study. The conclusions are formulated from the research questions, while suggestions provide some ideas addressed to English teachers and further research related to the teacher acts in performing set induction and closure.

5.1 Conclusion

This study concerns about the teacher’s acts in performing set induction and closure in an EFL young learners’ classroom. The purpose of this study is to investigate how the teacher’s acts in performing set induction and closure. Furthermore, this study is also aimed at finding out students’ responses to the use of the teacher’s set induction and closure. To achieve the objectives of the study, the data were obtained through observation on six classroom-meetings. The results of the observation were then clarified through the interview that was conducted to the subject. The conclusions regarding the study could be drawn as follows.

First, it was found that there were five major consisted of ten components in performing set induction and closure. It included teacher performance in using of gestures; using of audio-visual aid; variation of interaction; presenting an interesting idea; stating the lesson objective; stating the topic; asking question; relating to past events, current events, and new events; making a summary; and
evaluating. However, it was found from the observation that one component, which is stating the lesson objectives, was not delivered by the teacher. This is because the teacher believed that it was not necessary to deliver the lesson objectives to the students in EYL level. This situation is in contrast with the theory from Suwandi (1996) about the importance of stating the lesson objectives directly or indirectly. Still, the teaching and learning process was conducted effectively.

Second, according to the students’ interview, it was revealed that teacher’s performance in set induction and closure contributed positive influence for motivating the students. Consequently, the teaching and learning process can be delivered in proper way.

5.2 Suggestions

Based on the research findings, discussion, and the conclusion of the research results, it is suggested that some further actions take place to give the constructive ideas for the readers, especially for English teachers and further researches regarding teacher’s performance in performing set induction and closure.

It is important to give more English language exposures especially from the very basic level of language and learners. Classroom language can be used by teacher as language input for the students. Instructions as a part of classroom language cannot be separated from teaching and learning otherwise it frequently appear in learning process. Using English oral instructions can be bait for the teachers to motivate their students. Through English oral instructions, the teachers
use language for purpose, give language model, provide comprehensible inputs and help students to acquire the language.

For further researchers concerning teacher’s set induction and closure, it is recommended to conduct the research for longer periods of time to give clearer description and better result about teacher’s acts in performing set induction and closure in EFL young learners’ classroom. Next, further researchers are suggested to explore more possible instructions to be applied for young learners’ classroom.