

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions for this study. The conclusions are made based on the findings presented chapter IV. The suggestions in this chapter are presented for teachers and future researchers.

#### 5.1. Conclusions

Based on the results of the study, four main conclusions are elaborated in the following paragraph.

First, the five observations showed that the teacher used five different strategies to get the students' attentions. It means that, the teacher applied various strategies to get the students' attentions. The strategies vary from firm strategies like desisting and sound to forceless strategies like clapping and singing a song. The use of the strategies was adjusted by the teacher to the students and classroom situation as it is mentioned by the teacher in the interview.

Second, desisting seems to dominate the teacher's strategies in getting the students' attention. The five observations showed that, desisting strategy quantitatively dominates the strategies. The teacher applied total of 41 strategies and this indicates that more than fifty percent of the strategies is desisting. This is also supported by the teacher's statement in the interview who stated that in getting the students' attention he often asks the students to be quiet and to pay attention. Desisting also dominates the strategy in every phase of teaching.

Third, the students responded differently to most of the strategies. During the observations, the teacher often used similar strategies, but the responses were different for each of the strategies, especially for desisting, sound and chant. For clapping and singing a song, the students responded positively to the strategies. The students' responses could not be predicted, it was affected by many factors, such as the classroom condition, the students and the teacher himself.

Fourth, the teacher applied the strategies in all phases and mostly in the whilst activity phase. The teaching and learning process were divided into three phases, pre activity, whilst activity and post activity. The teacher applied the strategies in all phases but the observations showed that during the whilst activities the teacher needs to applied the strategies more often than the other two strategies.

In addition to those four main conclusions, the transitional strategies play an important role in a successful classroom management and also become students' extrinsic motivation. In managing classroom, especially in which the students are young learners, teachers need to have appropriate and effective strategies. Young learners naturally do not like to be in a systematic way. Their nature is to play. By implementing appropriate and effective transitional signals, the students are subconsciously led to go to the next activities.

To make students pay attention to the teacher and get involved in all processes of teaching and learning, their motivation should be well considered. It has been discussed that there are two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation, as it is named, deals with motivation comes from within while extrinsic motivation comes from external factors such as environment, people, etc. Third graders, as young learners, have not been able yet to raise their intrinsic motivation; they tend to do whatever they want and like to do. In

classroom, if they get bored, they will do something unrelated to the activity being conducted. To take back their attention, one of the ways is by using signals so that they are not forced to do something they do not want to do.

Transitional periods, as mentioned above, are considered ‘dangerous’ since it gives space for students to lose their focus. This space should be controlled properly by the teacher. They cannot let the students do whatever they want and like to do. Therefore, transitional signals can reduce or at least minimize their concentration loss.

## 5.2. Suggestions

Several suggestions for English teachers and future researchers are presented below. The suggestions are based on the findings, the discussions, and the conclusions of this study.

For teachers, developing fun transition strategies are necessary. Fun transition strategies not only help teachers to put students in order, but also work as students’ refreshing activity in classroom. Teachers can develop strategies based on young learner’s characteristics who love to have fun. Teachers can also add some other types of strategies to make it easier for them to deal with chaotic transition.

To make the strategies effective, teachers need to pay attention to supporting factors such as time period between the signal and the activity. Teachers are supposed to wait the students to respond to the strategies before continuing the activities. Without waiting time, transitional strategies will only be teacher’s ritual and not be considered as necessary actions.

For future researchers, one of this study’s weaknesses, in which this study only focuses on the teacher’s perspective, can be a consideration to conduct a more improved study. Since the success of the strategies depends on both teachers and students, students’ opinions to the

strategies are also important and necessary. Future researchers might investigate transition strategies from the students' perspectives. It is also suggested that this type of study be conducted in different level of schooling. For instance, further researchers can do it in pre-schools or in elementary schools but in different level. This is to see how effective the strategies are and what kind of adjustments should be made.

