

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The conclusions are formulated from the research questions, while suggestions provide some ideas addressed to English teachers and further research related to English oral instructions.

5.1 Conclusion

This study has been concerned with the teacher's English oral instructions in EFL young learners' classroom. The purpose of this study is to investigate the strategies used by the teacher in giving oral instructions. Furthermore, this study also aimed to find out the types of instructions used by the teacher and the students' responses toward oral instructions. The conclusions regarding to the study can be drawn as follows.

Firstly, there were ten strategies used by the teacher in giving oral instructions. It included drawing students' attention before giving instruction, giving instructions briefly and clearly, using simple language and simple sentence, using gestures and facial expression, delivering one instruction at a time, giving modeling and demonstration, checking students' understanding by involving the students, using pauses, using repetition and paraphrase, and using visual aids.

Secondly, there were three types of instructions delivered by the teacher, imperatives, interrogatives, and declaratives. The observation result shows that the

types of instructions used frequently by the teacher were imperatives form. As shown in Chapter 4, table 4.1 there were 90.75 % of imperatives form, 3.08 % of interrogatives form, and 6.16 % declaratives form.

Thirdly, according to the finding result, it was revealed that there were three types of students' responses. It included relevant responses, no response and irrelevant response. Students' relevant responses frequently appear during the lessons. The percentages of each response are 70.31% for relevant response, irrelevant response 24.37% and 5.04 % for no response.

The last, in language aspect English oral instructions contributed positive influence for the students. First, students are provided with English expressions so that they can use the language for a purpose. Second, it can be considered as comprehensible inputs and language model for the students. The last, students are motivated and excited to learn English. They imitate teacher's instructions and try to speak English.

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 English oral instructions.

Many English teachers think that using English in their classroom is hard and impossible. They are not confident to speak English or they consider that their students are the basic level learners. This condition can affect students' failure in language acquisition. Therefore, the teacher may want to apply an alternative way to give English exposures in the classroom.

Instructions as a part of teacher talk can be used by teacher as one of alternative ways to give language exposures for the students. Instructions cannot be separated from teaching and learning otherwise it frequently appears in learning process. Using English oral instructions can be a bait for the teachers to motivate their students. Through English oral instructions, the teachers use language for a purpose, give language model, provide comprehensible inputs, and help students acquire the language. Thus, do not give up before trying.

For further researchers concerning teacher's oral instructions, it will be better to conduct the research for longer periods of time to give a clearer description and a better result about teacher's English oral instructions in EFL young learners' classroom. Next, further researchers are suggested to explore more possible instructions to be applied for young learners' classroom.