

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions drawn from the results of the study. As pointed out in beginning, the aims of the study are to investigate types of support used by teacher adopting MUF framework to support pupils' learning, and to identify and to explicate the reasons why the teacher the teacher uses those types of support.

5.1 Conclusion

The conclusion of this study is that the teacher employed three types of support in assisting her pupils' English grammar learning, namely teacher's language, techniques, and children themselves. The first, the teacher modified her language to make it appropriate for pupils using repetition, comprehension check, shifting to L1, expansion, clarification request, and gesture. The second, the teacher employed several techniques in assisting her pupils, namely sequence, focusing on things, prompting, giving feedback, using visual support, providing clear context, modeling, and creating interesting activity. The last, children themselves, the teacher utilized the pupils to practice the new language with other pupils. Furthermore, in supporting her pupils learning, she also had some reasons which were taken into account when using those types of support. In addition, the support seems to be quite well matched to the level of the class which motivated

pupils to be active and not to be afraid of making mistake to use the language, and also noticed them to the form; the teacher modified her language, employed several techniques, and utilized her pupils themselves to support pupils' English grammar learning.

5.2 Some Implications

Some implications of the study are as follows:

1. In learning grammar, young learners do not merely learn the form or pattern; they should be given opportunities to use it in communication.
2. The teacher should consider kinds of appropriate support for young learners, especially in learning grammar.

5.3 Suggestions

Some suggestions drawn from the results of the study for further study are presented as follows:

1. It should be conducted in a longer period to solve the lack of collecting complete data and comprehensive observation.
2. It should be more focused on teacher's support which empowers pupils themselves to support each other.

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