

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter submits the conclusions of the present study and provides suggestions for pedagogical interest as well as for future research in conjunction with the results of the study.

#### **5.1 Conclusions**

This study was prompted by the important role of the ice-breaker activity in EFL young learner classes. The objectives, however, was to find out the strategies employed and the obstacles encountered during the ice-breaker session.

From the study, it was found that observed teachers employed some strategies through visualization, through brainstorming, and through physical activities in ice-breaker session. Meanwhile, considering the obstacles encountered by teachers during the ice-breaker activity, the study found four major obstacles appeared during the ice-breaker activity in the classroom i.e. the unclear instruction, the students' enthusiasm, the time management, and teacher's creativity.

Furthermore, for teachers who are not trained yet, it will be essential to follow some training regarding ice-breaker activity. However, for those who already acknowledged the ice-breaker activity, it is important to develop their ability in designing the appropriate ice-breaker activity to optimize their competence and to promote students' participation in the classroom.

## 5.2 Suggestions

In regard with the results of the present study, some suggestions could therefore be drawn for pedagogical concerns and for future research as well.

Regarding the positive effect of ice-breakers in creating a positive classroom climate, it was highly recommended for teachers of young learners' to employ ice-breaker in their classroom. Accordingly, teachers of young learners should enrich their knowledge toward the ice-breaker activity related to the young learners' unique characters. However, there were also teachers who did not equip themselves with a well-prepared ice-breaker to be employed. Thus, teachers are recommended to follow some training toward the ice-breaker activity to optimize their roles and competence in creating an effective instruction.

In relation to the practical of the ice-breaker in the classroom, teachers are suggested to explore the things related to ice-breaker activity. It is not impossible for teachers to find a new strategy in employing ice-breaker activity in the classroom.

Additionally, the future study is suggested to observe and analyze more subjects and respondents (teachers and students). Moreover, since the present study is carried out beneath the adaptation of descriptive method framework, further study may take it into an experimental study framework with different participants.