# CHAPTER V

**CONCLUSIONS AND SUGGESTIONS**

This chapter consists of conclusions and suggestions under the research findings and discussions that had been explained and discussed in the previous chapter which was found out how teachers perform the set induction and closure in EFL young learners’ classrooms. The presented conclusions and suggestions of the research are hopefully able to contribute to further research of the study.

## 5.1 Conclusions

Based on the research findings and discussions, the writer concludes that all the English teachers in that school were applied the set induction and closure properly. Although there are still teachers who rarely applied some of the existing steps. The purpose of this study was to find out how the teacher's performance in implementing the induction and closure set in the classroom. To answer the problems in the research question, data collection was done by using a questionnaire. The statement questionnaire itself was taken according to Aubertine (2015) and Dallat (2013). Before the questionnaire was given to the participants, the questionnaire was tested first with several people. The results of the questionnaire data are described according to statistics to determine the level of application of the induction and closure set by the teacher, then describe it into 17 points. The conclusions regarding the study could be drawn as follows. *First*, the researcher took the data questionnaire to 7 English teachers. It has been found that 4 teachers are consistent with the implementation of the induction and closure set for each lesson. it includes application of orientation, transition, operation, evaluation, perceptual set, cognitive set, motivational set, social set, and for closures in lesson round-ups, homework assignments, quick quiz evaluations, extensions, applications, cognitive closure, perceptual closure, social closure, and motivational closure. While one other teacher is rarely applied it. This is because not all teachers are competent in using one of the points in the induction and closure set. This may make learning less effective. Because every point in the induction and closure set will make the teaching and learning process more effective. *Second*, based on the results of the questionnaire it was revealed that teachers’ performance in set induction and closure contributed positively to each lesson. It means, the teaching-learning process is always well prepared.

## 5.2 Suggestions

Based on the results of the research findings, it is suggested that some further actions take place to give some constructive ideas for the readers, especially for English teachers and researchers regarding teachers' set induction and closure. here, the researcher would like to provide some suggestions:

1. For the English teacher

Teachers need to provide English language exposures especially from the basic level of language and teaching. An instruction as part of classroom language cannot be separated from the teaching and learning process. using oral instructions can be used as bait for students to be more motivated during learning in the classroom. The teacher as much as possible creates a creative and fun learning atmosphere to make learning more effective and students do not get bored easily.

1. For other researchers

For researchers who want to conduct the research teaching, especially in teachers' set induction and closure. The results of the research above can be used as additional references for further research with different discussions and problems. Next, hopefully, other studies can explore more appropriate instructions to be applied to young learners.