

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study. The conclusions are formulated from the research questions, while suggestions provide some ideas address to English teachers and further research related to the set induction and closure in classroom activities.

5.1 Conclusion

This study focused on teachers' set induction and closure activities carried out by the teachers at SMPN 2 Jakarta. The purpose of this study was to find out the components of set induction and closure employed by two teachers who teach English at 7th grade students and investigate how set induction and closure carried out by the teachers. To achieve the first and second objective of the study, the data were obtained through five times of observation for each teacher and also interview were conducted to clarify and validate the data. The conclusions regarding the study could be drawn as follows.

First, from five meetings of observation for each teacher, it was found that the components of set induction that employed by the teachers were: greeting (100%), using audio visual (10%), reviewing previous material (10%), stating lesson objective (10%) and activating prior knowledge (10%) and for the closure components that employed by the teachers were: summarizing (10%), evaluating (20%) and reviewing upcoming material (60%). Furthermore, in interview conducted to the participants, revealed that teachers said they employed the

components of set induction and closure in their teaching delivery. However, from the observation, the researcher founds that the teachers' rarely do that. It could be concluded that teachers knew what they were supposed to do, but sometimes they didn't do it in teaching English practice

Second, from five times of observation by both teachers, the way the teachers carried out set induction by using greeting that was lead by the captain of the class and answering by the teachers, using audio visual by showing a video of how to make guava juice, reviewing previous material by asking students what they have learnt in the previous meeting, stating the lesson objective by stating the aims or goals what students have to achieved from the lesson that will be learned that day and activating students prior knowledge by asking students a question, therefore the set induction can be percentage by 28%. And also the teachers carried out closure by summarizing the content of the lesson, evaluating by giving feedback of students' progress and reviewing the upcoming material by giving a task to the lesson, therefore the closure can be percentage by 29.97%.

In addition, the teachers have two obstacles on set induction and closure the first obstacle is time limitation and the second is mastering students' character.

5.2 Recommendation

From the findings and conclusion that was found, the researcher suggest for the 7th grade English teachers of SMPN 2 Central Jakarta become more aware toward set induction and closure when teaching in the classroom. The researcher

also suggest the teachers to employ all the components of set induction because each component has its own purposes and also set induction and closure are the sequences or series of activities which if they are employed and carried out by the teachers, they will support the learning process in class. The findings from this research also have beneficial for English teachers and the future English teachers in carried out set induction activities and closure activities in the classroom. For further researchers concerning set induction and closure it is recommended to conduct the research for longer periods of time to give more clear description about teachers' set induction activities and closure activities.