

CHAPTER V

CONCLUSIONS

As a result, this chapter presented the points of the research. It discussed several items, including this study's research conclusions, limitations, pedagogical implications, and recommendations.

5.1 Conclusions

This study has attempted to identify how teachers conduct lesson-opening activities before entering the core material in the instructional context of the English language classroom based on pre-service teachers' observation experiences during field teaching practice. From the data of reflective FGDs and semi-structured interviews, this study reports that English teachers implement several strategies in opening lesson activities in several schools. There are three strategies in opening the lesson activity carried out by teachers at the beginning of learning: First, greeting; second, reviewing the lesson; and third, warm-up activity consisting of games.

In the context of this study, the results of data analysis conducted on data collected through reflective FGDs and semi-structured interviews show that the opening lesson activities carried out by teachers in the classroom most often encountered are activities to review the material in the previous meeting.

5.2 Limitations

In this study, there are research limitations that need to be recognized. These limitations stem from the shortcomings and weaknesses contained in this study. Through a long process, some of these limitations can be reviewed from several aspects. These limitations can be seen in the literature review and research results. Both parts are influenced by several things that are inadequate. The weakness of the literature review aspect can be seen from the lack of theories relevant to the strategies in opening the lesson activity. Previous studies relevant to this research are minimal. Thus, the researcher had difficulty finding the concept of the opening lesson strategy based on the data results.

Therefore, there are still shortcomings in the results of this study. It can be seen from the data presented, which is still less elaborated. Some participants only gave short answers. They are also simply repeating answers they have already given. This research is limited to teacher learning opening strategies based on several participants. It is still very common that more than three themes related to the opening of the lesson may not be covered in this study. Therefore, the limitations of this study can be considered by future researchers.

5.3 Pedagogical Implication

The findings of this study provide implications for the teaching and learning process. Based on the research results on the strategy of opening lessons carried out by English teachers in the learning process, several things need to be

considered by teachers and students. From the teacher's point of view, this research is very beneficial for effective teaching, especially during the lesson's opening.

Educational institutions can improve the overall quality of education by equipping educators with these essential skills and promoting an interactive, student-set classroom environment. In addition, the findings of this study also have implications for students. Through this research, students can find various opening activities carried out by teachers in class. In addition, these learning findings can add to students' insights about the benefits of opening lessons before starting core learning.

5.4 Recommendations

This study has found three teacher strategies for opening lessons based on the observational experiences of EFL teachers. The three strategies are greeting, reviewing the lesson, and warm-up consisting of games. However, in a literature review, the emerging theories were related to what was found in this study, and the data obtained was still minimal. Therefore, it is highly expected that future researchers will be able to explore more and find more sources.

It is hoped that future researchers can discuss this in more detail. Therefore, the researcher recommends that future researchers conduct research by exploring other types of warm-ups effective in classroom learning using different methods, designs, approaches, instruments, data collection, and data analysis.