

CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of this study, including the conclusion, limitations of the study, and recommendations for further studies.

5.1 Conclusion

This study has attempted to identify how the teacher ends the class in an English classroom instructional context based on EFL pre-service teachers' observational experiences during field teaching practice. From both data, reflective FGDs, and Semi-structured interviews, this study reports that English teachers implemented closure activity strategies in several schools. Activity strategies carried out by the teacher when closing the class are reflection, coming attraction, wrap-up summary, rewards which consist of non-verbal rewards and gifts, motivation, games, and giving quizzes.

This study also revealed that all the activity strategies above have their respective benefits in learning based on previous theories. Through the results of data analysis conducted by the data toward data that was collected through reflective FGD and semi-structured interviews, this study found there are seven closure activity strategies that the teachers apply in their classroom, namely reflection, coming attraction, wrap-up summary, rewards which consist of non-verbal rewards and gifts, motivation, games, and quiz. Reflection in Shulman's (1987) conception includes "Reviewing, reconstructing, reliving and critically analyzing his own and class performance, and basic explanations in evidence" (p. 15). This inquiry is in line with Cruikshank's (1987) investigation, which asserts

that to reflect means to evaluate one's teaching practice, particularly in terms of visible student growth and achievement. Partin (2009) stated that coming attraction will help students to prepare or study in advance the material that has been mentioned before finally entering the class at the next predetermined meeting. Sieberer-Nagler (2016) investigated that wrap-up summary can help students to summarize what the lesson has been trying to accomplish, reinforce lesson points, suggest appropriate follow-up work, and prepare students for what will follow (Sieberer-Nagler, 2016). Partin's (2009) investigation shows that reward from teachers will serve many students as a pleasant consequence and positively motivate their behavior. Harmer (2008) stated that motivation can stimulate students' enthusiasm to be more active in education and foster a sense of being appreciated by the teacher. The other hand, games may benefit language learning by motivating and reducing learner stress (Furió, Juan, Seguí, & Vivó, 2015). The last activity was quiz that used as a reflection for teachers to improve their teaching methods or as a reference in choosing the proper manner (Ash, 2012). However, the wrap-up summary from the seventh closing activity strategy is the teachers' most frequently encountered class closing activity.

5.2 Limitation

In completing the result, there is a limitation that needs to be acknowledged. This study only focused on closure activity strategies by English teachers and discovered seven themes. This present research might need to obtain comprehensive information about English teachers' closure activity strategies, so this research can still be explored further and explored. Furthermore, in collecting

data through Semi-structured interviews, researchers do it online, which requires more data acquisition and elaboration.

In addition, researchers did not conduct interviews directly on the benefits felt by teachers when using class-closing activities. In this case, the help of the existing strategies in the findings of this study is taken based on previous supporting theories.

5.3 Recommendation

The research findings demonstrated several teachers using variations of class closing activities, specifically in the English instructional context. In this study, the English teachers can close the class with several activities in one meeting.

For future researchers, this research can be an inspiration and a reference for other researchers to identify and prove what activity strategies teachers do before closing class, especially for junior high and high school students in the context of English classes. Moreover, this study recommends that future researchers conduct research using different methods, whether design, approaches, instruments, data collection taken offline, or data analysis used.

Lastly, regarding the context used in this study, namely the English class context, this study suggests that future researchers can investigate closure activity strategies carried out by teachers in other subjects.

5.4 Pedagogical Implication

The results of this study contribute to the world of education both theoretically and practically. According to the research results that explore the forms of closure activity strategies carried out by English teachers in the learning process, there are several things that students, teachers, and educational institutions can pay attention to. It is presented as follows:

For teachers, this research suggests that through these learning findings, English teachers can use the activity strategies in this study for class closures that are suitable for use in the classrooms where they teach. Hopefully, it will be directed to the desired learning objectives later.

Through the results of this study, students can see the variations in class closing activities carried out by the teacher so that they have the provisions to prepare themselves for this activity strategy. In addition, these learning findings can also open students' minds to the benefits of closing lessons during learning so that they are expected to accept these activities well.