

CHAPTER V

CLOSURE

A. Conclusion

From the result of the data, it can be concluded that:

- a. The first teacher does not use all the components that exist in the skills of set induction and closure learning in this skill the teacher only uses the components generating students' learning motivation, giving reference, create a link, and not using components Attracting/growing students' attention and use of teaching aids.

While in closure learning skills the teacher only uses the components review, evaluating (assessing), verbal question and answer conducted by the teacher to individual students or groups, and not using components express opinions on the issues discussed, give written questions that are done by students in writing as well, and follow-up.

- b. The second teacher also does not use all the components in the skills of set induction and closure learning, on the skills of set induction the teacher only uses components attracting/growing students' attention, generating students' learning motivation, giving reference, create a link, and not using component use of teaching aids.

While in closure learning skills the teacher only uses review, evaluating (assessing), verbal question and answer conducted by the

teacher to individual students or groups, and not using components express opinions on the issues discussed, give written questions that are done by students in writing as well and follow-up.

B. Suggestions

For English teachers at the Trubus Iman Islamic boarding school, they should pay more attention to all the components in the skills of set induction and closure learning in order to build students' motivation and pay more attention to the learning process.

For further researcher concerning teachers' set induction and closure, it is recommended to conduct the research for better result about teachers' act in performing set induction and closure in classroom.