

CHAPTER V

CLOSURE

This chapter offers research conclusions and suggestions for the participants and other English teachers to conduct other studies in the same area. The researcher begins by outlining the findings from the discussions that was detailed in the previous chapter. In order to develop recommendations for the use of the Constructivism approach in English instruction, the researcher then takes into account the findings, discussions, and conclusions.

A. Conclusion

Based on the discussion of the findings, there are several conclusions by the researcher as follows:

1. Three teachers are participating in this research on the implementing of the constructivism strategy. First, teacher A used the task-based learning model at SMAS PGRI 7 Banjarmasin. Second, teacher B used the Task-Based Learning and Role-Play learning models at Madrasah Aliyah Darul Imad school; and third, teacher C used the Problem-Based Learning model at MAN 2 Banjarmasin school. The teacher's steps for implementing task-based learning include: pre-tasking, which includes introducing the subject, emphasizing important terms, using images or posters, and providing examples; task-cycle, which involves assigning tasks to students and evaluating their work; post-cycle, which includes getting students

ready for presentations, reporting the task's outcomes, and offering comments; and role-play implementation, which includes giving technical explanations of the role-play, grouping students, providing vocabulary that provides situations or stories, preparing dialogue, performing, and giving feedback; and finally, the teacher's steps for problem-based learning, which include orientation, group formation, facilitating discussions, presenting work results, and evaluation.

2. There are six benefits for English teachers who use constructivism in their instruction. First, encourage students to solve problems on their own; second, provide a more comfortable learning environment; third, encourage students to be more creative and active; fourth, encourage critical thinking; fifth, allow students to freely express their thoughts; and sixth, make learning meaningful.

B. Suggestions

1. For English teachers, to increase student engagement and active participation in the learning process, English teachers are advised to implement this constructivism strategy in the English learning model. Although the constructivism learning model places students at the center, not all students can be sure that they will all actively participate in class. For this reason, teachers must be creative in creating lessons that appeal to passive learners as well.
2. For Students of English Education Department, It is strongly advised that students in the English education department use this student-centered

teaching approach whether they are practicing in class or when they are preparing to teach English in order to increase their students' engagement and activity in the language.

3. For other researcher, in order to improve future teaching strategies, it is strongly advised that the researcher continue to create and study this learning strategy.