

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the analysis results using the Genre Analysis and move structure approach for the opening part of English language learning at SMAN 4 Padang and SMAN 14 Padang, Researchers found that there are 2 Communicative Purposes. The first communicative purpose is to get students' attention so that teachers can provide space for students to be more focused on starting the lesson. and secondly, the communicative purpose is to engage students more in participating in classroom interactions so that several previous goals (administrative, interpersonally and pedagogically) can be achieved.

besides that, researchers also found that out of 4 moves, teachers tend to use a class opening pattern that is relatively consistent with two main obligatory moves that is **M1. Greeting** and **M3. Taking Attendance**, which appear in all meetings (100%). Additionally, there are conventional moves, namely **M2. Discussing the Date and Weather** with a frequency of 70% and **M4. Reviewing and Collecting Students' Work** with a frequency of 60%, which are used flexibly according to the teacher's teaching style and the needs of the class. Meanwhile, the optional move found was **Warming Up with Informal Talk**, which only appeared in 10% of meetings and served to build familiarity and emotional engagement among students. Overall, these findings suggest that despite a standard classroom opening framework, teachers still make adjustments based on classroom conditions, student characteristics, and the learning context, resulting in variations in the use of conventional and optional moves.

From this research, the researcher also observed that teachers have begun to be structured in their teaching, which has a positive impact on students' ease of understanding the material. With a structured learning pattern, students can anticipate the flow of activities at the beginning of class, making them more prepared and focused on the material to be learned. The teacher's goal in engaging or guiding the students thru the moves used also strengthens the relationship between teacher and students, creates a more familiar classroom atmosphere, and encourages students to be more enthusiastic about starting learning.

Additionally, the use of repetitive structures has proven to make it easier for students to remember and understand the linguistic features used by the teacher. For example, in **M1. Greeting**, expressions like "*Hi everyone,*" "*Good morning students,*" or "*How are you?*" consistently repeated provide language exposure that helps students internalize vocabulary and sentence patterns. This repetition process enriches students' English language knowledge while also facilitating their more effective learning of foreign languages. Thus, learning is not only a process of transferring knowledge, but also a means of forming positive language habits for students.

4.2 Suggestion

For English language teachers, it is recommended to maintain the use of Greetings and Taking Attendance as mandatory elements at the beginning of class, but to enrich the variety of language, expressions, and interactive strategies to avoid monotony. Teachers can also optimize the "Discussing the Date and Weather" move as a medium to practice students' speaking skills in a real context, and consider using the "Warming Up with Informal Talk" move more regularly

to build emotional closeness, increase participation, and motivate students from the beginning of the lesson. Meanwhile, for future researchers, it is recommended to develop this research by involving a wider range of schools to obtain a more comprehensive overview. Additionally, further research could examine the relationship between variations in the use of move structure and students' motivation levels, engagement, and learning outcomes, thereby identifying the most effective classroom opening patterns for various learning contexts.

