

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This last chapter presents conclusions and suggestions based on the earlier explanations and descriptions.

5.1 Conclusions

As explained earlier, the purpose of this study is investigating the variation of exchange patterns in teacher-students interaction in English classroom and investigating the effect of the teacher's cultural background on variation of exchange patterns in teacher-students interaction in English classroom.

The use of exchange patterns in teacher-students interaction in the classroom is dominated by a learning activity. The teacher often tells the students about the previous topic of the subject lesson (apperception) before she continues to the next topic. It can be seen from non-anomalous and anomalous exchanges the researcher found. There are four sub-learning activities in the interaction between teacher and students in the classroom meeting. Hence, there are more activities and interactions happened between teacher and students in the classroom. Moreover, the teacher tries to explain the topic to the students deeply and understandably.

The data showed that the teacher really dominates almost all conversation in teacher-students interaction. She always takes the first initiative to open the

conversation. Sometimes, she also asks the students to talk and to show their ideas to make the interaction more active and alive.

There are many unpredicted conversational situation happened in teacher-students classroom interaction. There appear anomalous exchanges in the exchange patterns. That is out of the teacher's plan in the interaction with the students. However, the teacher succeeds to cover the problem by using other strategy in her lesson plan (strategic competence), so she was not confused or anxious when the conversation not as smooth as she planned. Different cultural background does not make any contribution and effect to the interaction between teacher and students in the classroom. It is because the teacher's experience in teaching English subject in Banten and Cirebon which mostly Sundanese for about 2 years.

The teacher can handle the difference of cultural background with the students by doing communication with the students both inside and outside classroom. Moreover, the teacher enjoys teaching in the classroom and can control the conversation among the students in the classroom.

5.2 Suggestions

5.2.1 Pedagogical Implication

Considering the research findings described above, it can be clearly noticed that teacher-students interaction as a part of classroom discourse analysis is valuable to reflect, evaluate, and describe what happened in the classroom interaction and its relation to the teacher's difference cultural background from

the students. This could give great contributions to the improvement of the human resources (teacher) to the educational field in Indonesia. Moreover, this research can give input to the teachers to construct a good atmosphere of teaching and learning process in the classroom.

As the implication, this research supports the teacher to teach English and to control conversation with the students in the classroom. Furthermore, it is hoped that this study will contribute to the betterment communication between teacher and students and creation for a good interaction in the classroom.

5.2.2 Further Research

Research on classroom discourse using different frameworks will give significant contribution to this field. Further research has to be feasible by administering much more samples of different settings and contexts.