

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three sections which presents the conclusion for the whole study, including the results regarding the research question stated earlier, the implications that appeared during the learning process, and recommendations for further research related to the topic of classroom interaction.

5.1 Conclusions

This study aimed to portray classroom interaction between teachers and young learners in EFL classroom using FIACS. Through observation, and audio video recording analysis, this study implied that teacher talk was in dominance in the classroom interaction. There were two reasons why teacher talk dominated the interaction in the classroom. They are due to the tendency of the teacher in doing initiation and spontaneity. Moreover, this study also yielded that the balance of teacher talk and learners talk should be taken into consideration in creating interactive learning. It is supported with the result of classroom interaction that shows the amount of teacher talk and student talk are not significantly different. Even though teacher talk remained to dominate every meeting, the use of teacher talk is considered to be effectively necessary to manage the learning process by providing various learning activities to engage young learners to participate more. In attempts to balance those aspects, this study showed that the most dominant category of teacher talk that appeared in classroom interaction was giving directions and asking questions. This result indicates that teachers tended to deliver the lesson by asking referential or display questions and using instructions or imperative sentences which lead the young learners to respond or participate in the learning activities. This is supported by the emergence of pair 4-8 as becoming the most dominant pair that appears in the matrix analysis. Nevertheless, the other categories such as accepting feelings, praising and encouraging, accepting and using students' ideas, lecturing, criticizing and justifying authority, and silence, were also appeared at the right time as the teacher's attempt in enhancing learner's motivation and controlling the classroom situation so that the learners always focused on the lesson.

Furthermore, matrix analysis that is used to discover the teaching behavior showed that the interaction between teacher and young learners were mostly created through a short question-short answers model since the amount of pairs 4-8, 8-4, 4-4, and 8-8 dominantly appeared during the learning process. Short question-short answer model appeared since it became the most popular teaching method that teachers used to deliver the lesson. Asking questions has been attached as teaching behavior that yields a powerful benefit for teachers to ease in managing the learning process. Furthermore, giving instructions and teacher's encouragement were actively used by the teacher as it can be seen from the total row of category 6 and category 3 in order to engage learners in the learning activities. The short question-short answers model is considered to be effective to obtain learner's response yet it is less supportive to encourage learner's initiation. Moreover, this line analysis also showed the series of events on how the teacher held an English classroom from the beginning until the end of the lesson. The result showed that the teacher tended to follow Genre-Based Approach (GBA) by beginning with ice breaking, lecturing (short question and short answer model), small group discussion and individual assignment. To conclude, this study revealed that the category of giving direction and asking questions could be utilized in order to implement interactive learning for teaching English to young learners, especially in obtaining learners' responses. These categories assisted the teacher to engage learners and enhance learners' motivation, especially when the teacher added supporting learning aids such as flash cards, learning video, PowerPoint slides and implemented a compelling learning activity that includes discussion, games, and physical activities.

5.2. Recommendations

In spite of the advantages of analyzing classroom interaction in EYL context, the result of this study is considered to be a lack of deep explanation in describing, comparing, and correlating classroom interaction with other aspects due to the limitation of time and the competence of researchers in expanding the scope of research. Thus there are some recommendations for future research to broaden the field on the topic of classroom interaction.

First, as this study merely used a single framework due to limited time to depict the interaction in EFL classroom, it is recommended for future research to investigate the classroom interaction using other frameworks or even various frameworks, especially in EYL context. Other frameworks help to broaden the field and gain many perspectives toward classroom interaction and teaching English to young learners.

Second, it is recommended to do some investigations in comparing the pattern of classroom interaction in one primary school to the others. By comparing the pattern of different interactions, it helps to discover which pattern is more effective to be implemented in teaching English to young learners.

Third, it is suggested to investigate correlation between the pattern of classroom interaction with learner's achievement in the EYL context. The result is expected to be strongly claimed and recommended to EYL teacher-to-be or English teacher in order to enhance the learner's language ability. However, if the result showed vice versa, it will become the notification for the observed classroom to improve the way of teaching.