

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion. In conclusion, all of the previous findings and discussions are drawn together to get the summary of the study. In suggestion all implications and suggestions for the further research will be depicted.

5.1 Conclusion

This study focuses on finding out the pattern of the teacher's language use and also the L1 function as the result of the teacher's language use in the classroom interaction. The participant of the study was an English teacher who teaches English in one of junior high school in Majalengka. The aim of the study was answered by listing and describing the data which was gained from the classroom observation and interview to the teacher participant by using the word count system and also classroom discourse analysis (Suherdi, 2009). Thus, based on the data in the previous chapter it can be concluded that:

5.1.1 Teacher's Language Choice

From the word count system, it was revealed that basically teacher had performed the language choice stable on 84.93% for the use of English as the target language and 15.05% for the use of Indonesia as the students' first language (L1). Therefore the L1 use can be determined as the marked language use as it is in line with Fishman (1965) who clarifies that the more English is used the more marked the students' first language become, vice versa.

In addition, the result from the classroom discourse analysis shows that there is a distinctive pattern of the teacher's language choice in relation to the distribution of the exchange categories. The results depict that the spread of the exchanges which are constructed by Target Language (TL)-only dominate all of

the complex exchange categories. It is then followed by the number of exchanges that are constructed by moves which contain more than one language (Mix Language). While the L1-only exchange only found in a small amount of the exchange categories. Therefore, it can be concluded that this finding may finally able to confirm the previous finding from the word count system that the L1 use can be determined as the marked language use (Verschueren, 1999).

The division labor of both languages that are found in knowledge-oriented exchanges shows that the exchanges which are constructed by the target language (TL)-only mainly dominate all of the simple exchanges. In contrast, the complex exchanges are dominated by both of the languages (Mix). It signals that the students' first language commonly occur whenever problem or trouble happen (Baker and Jones 1998:53).

Unlike the knowledge-oriented exchanges, in action-oriented exchange categories, the exchange which is constructed by TL only dominates both simple and complex exchanges.

From the analysis of the exchange categories and also from the interview that has been conducted to the teacher participant it is found that English has always been a part of the exchange categories. Teacher mainly used the target language as the initiation in every exchange whether it is in a form of question, statement or instruction, however, whenever trouble occur it was the students first language or Bahasa Indonesia that was used, in the other word, the students first language mainly used as the evaluative turn of the exchange itself.

5.1.2 The Function of Teacher's L1 Use

In order to give a clear picture of the exact function of L1, a closer examination based on its move categories was conducted and through this study it is found that the teacher's L1 use could be laden with a variety of purposes and functions.

The first one, L1 occur in a form of synoptic move. The reasonable number of K1 moves that contain L1 may reflect the nature of the classroom

discourse as stated by Suherdi (2008:153) that in the classroom discourse teacher is in a position where she/he has to finally wrap up the information chunk in order to accomplish predetermined objectives.

The second one, L1 were also generally found in a form of dynamic moves. In dynamic moves it has several functions. The first function is that the L1 was used as a kind of tracking device as in suspending systems. L1 use is also further aimed to check to make sure that the message has been heard correctly, as some of the occurrences of the L1 use were in a form of aborting and elucidating systems and most of all, the L1 use has mostly been found in a form of sustaining system, repetition, rephrase, clue, request to repeat and request to response.

That particular condition clarifies that the classroom interaction does not always flow in a predicted, synoptic ways, therefore, as stated by Burns *et. al.* (1996) the speaker may be using a particular discourse strategy, in this study the use of L1 in a form of both synoptic and dynamic moves were mostly employed in order to keep the flow of information channel open.

5.2 Suggestion

Several suggestions are given for both English teachers and further researchers. The suggestions are expected to give some ideas for better educational life.

For English teachers which are related to this field, it is recommended that the teachers should raise their awareness regarding to the use of the available languages in the classroom. It is also expected that teacher should be able to match the classroom language usage to pedagogical goals that they have set for their students as it may have a significant effect on the flow of the information channel in the classroom interaction.

In conducting this study, the researcher notes that there are some limitations which are faced. First of all, in this research study, the researcher was only able to observe one teacher as the participant of the study. Thus, for the

further research it is recommended to expand the scope of the participant so that better result can be gained.

Next, the researcher was only able to interview the teacher regarding to the aspects of the language choice in the classroom interaction. For the further research, interviewing the students regarding to their view about the classroom language use may also be considered to be conducted so that the perspective regarding to the classroom language use may come both from the teacher and the student.

Finally, as this study only take four meetings of the teacher's teaching performance to gain the data analysis it may seem better for the further study to allocate more time to observe the classroom interaction so that the researcher may be able to give a more precise pattern of the language choice itself.