

CHAPTER V

CONCLUSION, IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS

5.1 Conclusion

The study was focused on teacher talk of an EFL teacher and young English learners. As it was found that based on FLINT system, the implementation of classroom interaction showed that the teacher used seven categories of Foreign Language Interaction system namely dealing with students' feelings, giving praise, using students' ideas, asking questions, giving lecturing or information, giving direction or instruction, and giving response or criticizing student's response in three meetings of teaching and learning session. It was, however, only one category occurred in barely a meeting. The data did not show one category of teacher talk called dealing with feeling in two others meeting, instead of asking what they feel in the beginning of the session, the teacher asked the students in the end of the session that not relevant to the underlying theory. Interestingly, all of teacher talk category used by the teacher had help the students to interact in the classroom and comprehend the lesson given due to, in all of the category, the teacher tended to make it as question to trigger the students to talk.

Incorporating teaching English to young learners, it was acknowledged that IRF pattern, which is related to teacher talk, still conformed widely. It was illustrated that complete IRF pattern namely teacher's initiation (I), students' response (R), and teacher's feedback (F) was occurred in each category of teacher talk in classroom interaction. Even though sometimes the response and the feedback were occurred simultaneously repetitive or happened in the followed second round, it was still in the complete IRF pattern. The students, so that, was participating actively in classroom interaction as the teacher initiation was being a core.

5.2 Implication

The implication marked from this research divided into three significant point, that are theoretical, practical, and policy. As the first implication, theoretically, a comprehensive analysis of teacher talk, Foreign Language Interaction system and Initiation Response Feedback pattern incorporated to classroom interaction with young learners are provided. The A particularized elaboration associated with teacher-students interaction in this research is served as resourceful reference for further research. Practically, this research suggests a comprehensive framework to the English teacher who deal with young English learners; therefore, the teachers are be able to refer to the result of this research as consideration as well as the guidance to be employed in conducting their classroom interaction for teaching English. Then, for the policymakers related this, this research can be a taking into account for underlying teaching policy with the purpose is to diminish particular challenge related to classroom interaction between teacher and students.

5.3 Limitation

This research has several limitations regarding the site and participants, the amount of classroom observation and the implications of the research result. There was only one English teacher participated in this research in the private school in the downtown in big city, that is not presenting all of English teachers who teach English for young learners, and was observed in three classroom observation. Therefore, the multiple observations in more than three is required to provide sufficient result in drawing more detailed data and information into the discussion. The availability of participant is also become the limitation of this study because this research is a case study that requires only one teacher that the result cannot be generalized, especially for urban are which English is not really used between teacher and students in classroom interaction. In spite if the fact that the research was studied completely, the occurrences in this research may only be applicable to the specific site or those with similar environments that share the same particular characteristics.

5.4 Recommendation

The findings of this study suggest that EFL teachers should be more aware of their teacher student interaction since teacher talk are potentially powerful to enhance classroom interaction hence, it is crucial to helping students function in implementing interaction in the classroom and to developing their fluency. Since the teacher used all of the categories in FLINT system in in teacher talk, it is suggested to the teachers to employ more interaction strategies and follow the stage of the strategies. For this reason, the teacher will be able to encourage the students and develop the interaction to motivate the students to be more actively participating and conveying. Higher authorities, likely policymakers, are recommended to outline specific directions regarding teaching English for young learner, especially the 1,2,3 grader, in the Indonesian context, to enable teachers to more effectively foster their students' interaction development. Furthermore, for future research, it is recommended to conduct a similar study using a different methodology or research design to explore about the teacher's interaction with deeper analysis. If the study employs a mixed methodology and involves a larger number of participants, it could potentially yield more insightful and general information. The number of classroom observations should also be enhanced to yield more lavish and intriguing results.

5.5 Concluding Remarks

The findings and discussions of the studies are brought to a conclusion in this chapter, including the implications, limitations, and recommendations of the study. Despite all the limitations of this study, it is projected that this study will have some implications for those concerned. Then, it is expected that related stakeholders consider the offered recommendations.

