

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the analysis and discussion regarding the exchange patterns including non-anomalous exchanges and anomalous exchanges, its relation to the shift of roles of serving primary knower between teacher and students, and ways of managing classroom interaction reflected in teacher's interview. This chapter presents the conclusions derived from the findings and discussions on the data analysis. Whereas the suggestions are going to be drawn to give some inputs for the readers in conducting further studies in this field.

5.1. Conclusions

This study is focused on analysing classroom interaction especially in the terms of exchange patterns of non-anomalous and anomalous exchanges. As stated in Chapter I, this study is aimed at figuring out the exchange patterns during classroom interaction and its relation to the shift of roles of serving primary knower between teacher and students. In order to reach the aims, a descriptive-qualitative case study was employed and conducted at one public school in Bandung, West Java.

After analysing the data, some conclusions should be drawn in this section. The findings reveal that all exchange categories proposed by Suherdi (2009) appeared during the classroom interaction. Non-anomalous Exchanges (knowledge-oriented exchanges and action-oriented exchanges) and Anomalous Exchanges (elliptical, defective, and broken) were both found in the interaction between teacher and students. However, the distribution of each exchange in every meeting is different.

Considering the detail of the findings, DK1-initiated exchanges seem to be dominant among knowledge-oriented exchanges with total appearance 30.19%. In the meantime, A1-initiated exchanges seem to be dominant with 34.57% out of all total appearance of non-anomalous exchanges throughout four meetings. In terms of complexity, simple non-anomalous exchanges are dominant, while the appearance of

Doni Ramdhani Suwandi, 2015

A descriptive study of the shift of roles between a teacher and students in english classroom discourse

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

complex non-anomalous exchanges is not too significant. This shows that a long conversation in one exchange between teacher and students did not occur very often. In terms of anomalous exchanges, the findings show that elliptical exchanges are dominant with total appearance 83.03%. Overall, based on the findings, it can be concluded that action-oriented exchanges are the most dominant among other non-anomalous exchanges and anomalous exchanges. It shows that there were many non-verbal performances performed by both teacher and students such as raising hands, writing on whiteboard, numbering pictures, etc. especially when the students working in groups.

Considering the result of the analysis, therefore, it can be concluded that there is a shift of roles of serving primary knower between teacher and students. It can be seen from the pattern of K2-initiated exchanges which is dominant in the first and the second meeting where the students served as the primary knower. It can be seen when the teacher asked students' prior knowledge about narrative text. The students were the ones who knew the information; therefore, they served as the primary knower and supplied information to the teacher. This pattern then followed by K1-initiated exchanges in which the teacher served as the primary knower. The teacher supplied correct information and wrapped up all rough information supplied by the students as suggested by Suherdi (2009).

Moreover, considering the percentage of knowledge-oriented exchanges, DK1-initiated exchanges seem to be dominant in the third and the fourth meeting. In delivering the information, testing or display questions as suggested by Long and Sato (1983, cited in Suherdi, 2009) and Suherdi (2009) were employed by the teacher in order to check the students' comprehension towards the lesson. The decision of choosing exchange patterns such as K1-initiated, K2-initiated, and DK1-initiated exchanges has affected the shift of roles between teacher and students. Considering the findings, therefore, it can be concluded that there is a shift of roles of serving primary knower between teacher and students indicated by the occurrence of various exchange patterns in one lesson.

Doni Ramdhani Suwandi, 2015

A descriptive study of the shift of roles between a teacher and students in english classroom discourse

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

5.2. Recommendations

Considering the findings, discussions, and conclusions of research results, the researcher suggests some recommendations for English teachers and further researchers regarding classroom discourse analysis.

For English teachers, it is hoped that classroom discourse analysis can be considered beneficial to choose appropriate strategy in managing classroom interaction and wisely choose appropriate classroom language. It would be better if the teachers can choose appropriate teaching strategy and appropriate questioning strategy because it can maintain interaction in the classroom in order to invite students to contribute and participate more in the teaching-learning process.

However, this study has a limitation as well. Those teacher-students interactions were analyzed by only one theory of classroom discourse analysis which is exchange categories. For further researchers, it is suggested to analyze the interactions by using other classroom discourse theories. Additionally, it is suggested to analyze teacher's and students' language characteristics in order to reveal more detailed information about interaction between teacher and students, in which the finding is expected to be beneficial to manage classroom interaction and choose classroom language while teaching English for foreign learners.