

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In the last chapter, conclusions and suggestions will be elaborated. The conclusion is mainly the summary of the analysis result which has answered the two research questions guiding the study; student talk role in exchange structure, and the category of student talk which occur the most. Meanwhile, the suggestions will be given as the study hopefully can give contribution to two areas; pedagogical implication as well as suggestion for further research.

#### 5.1. Conclusions

The present study aimed to investigate how the role of student talk pattern in exchange structure and to identify the most-occurring category in the pattern.

The findings, regarding the first aim, showed that all of category from both receiving and producing category emerged in the three-meeting observation. However, their proportion differ each other. Some categories occurred greatly, while some others did not.

All of the categories were measured by the learner language exchange analysis proposed by Suherdi (2010). The analysis was started from analyzing the move, exchange, and after that the role of student talk. From the calculation it was shown that category 1 outnumbered the other student talk roles in three-meeting observation. The category 1 was predictable in classroom interaction because it was the typical of classroom interaction which was mainly led by teacher's initiation (Park, 2013, p.150).

Next, the second research question aimed to identify the factors influencing the student talk role which appeared the most. From the analysis of classroom observation, interview, and note-taking, four factors were found. The factors were the way the teacher manages the classroom, the size of the class, student linguistic abilities, and topic area.

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**CLASSROOM INTERACTION: A CASE STUDY OF STUDENT TALK IN AN EFL CLASSROOM**

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## **5.2. Suggestions**

The result of the study can expectantly give contribution to two areas which are pedagogical implication and lastly suggestion for further research. Suggestions for each area are elaborated in the following points.

### **5.2.1. Pedagogical Implication**

The first suggestion is purposively for teachers. As a result of the research findings, it hopefully can build teachers' awareness of the importance of student talk in language classroom. Specifically, the teacher should be aware of the equality of student response and student initiation.

### **5.2.2. Further Research**

The result of the study shows that student talk is as overriding as teacher talk. However, research of classroom interaction concerning on student talk is still few. Therefore, the researcher gives several recommendations for the next researchers interested in the field of student talk.

In the first place, it is suggested to investigate the student talk pattern with narrower focus, for instance identify student-initiated talk only, to gain more in-depth understanding of student initiation in student talk in terms of questions. It is as a result from the findings of student-initiated question in the present research. Therefore, the investigation of student-initiated questions is not less significant from teacher question.

Secondly, as the present research carried out the study in a small size classroom consisted of six students only, it is recommended that the investigation of student talk is conducted in a larger-size classroom. It is resulted from the notion that student talk, as a part of classroom interaction, is also influenced by the size of the class. In other words, the size of classroom may affect the pattern of student talk.

Lastly, since the analysis was carried out in an integrated-skill classroom, it is suggested to see the student talk pattern in certain-skill activities. It aims to see

whether or not certain classroom activities may also influence the pattern of student talk.