CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the findings and discussions as presented in the previous chapter.

5.1 Conclusions

The main purpose of this study is to find out the patterns of English classroom interaction between the teacher and the students that occurred in the classroom and the dominant patterns of Teacher Talk and Student Talk in a seventh grade classroom.

The findings showed that almost all types of classroom interaction patterns proposed by Suherdi (2010) occurred in all meetings in the classroom. These types of classroom interaction patterns derived from both non-anomalous and anomalous exchanges. However, from those patterns, the most dominant pattern that occurred in all meetings was simple non-anomalous K1-initiated pattern. The occurrence of simple non-anomalous K1-initiated pattern as predominant pattern in the first meeting to the fifth meeting was mainly because the teacher as the primary knower gave too much explanation during the lesson. On the other hand, simple non-anomalous K1-initiated pattern in the sixth meeting occurred as the result of students' knowledge and experience were being incorporated into teaching and learning process. It was evident by the percentage of Student Talk that took up 56.59% in the sixth meeting, which was higher than the Teacher Talk with only 12.63%. Thus, it can be concluded that simple K1-initiated pattern was realized by the primary knower either the teacher or the students. It depended on who has the knowledge or message which she/he wanted to convey in teaching and learning process.

Furthermore, it was found that there were two dominant categories in Teacher Talk that occurred in the classroom namely giving information and asking question. Giving information was confirmed as the most dominant category in Teacher Talk by the occurrence of teacher's explanations during the teaching and learning activity in the classroom that took up 60.49% over all

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Teacher Talk categories. Meanwhile, asking questions became the second dominant category in Teacher Talk, it was only 12.21% over all Teacher Talk categories.

The teacher gave a lot information and explanations to the students in order to make the materials given more understandable by the students, whereas the questions were given as a tool in triggering students' participations. Besides, the teacher also used the questions to know students' prior knowledge and students' understanding. The teacher used both display and referential questions during the lesson. The teacher used display questions to know students' prior knowledge and to check their understanding about the topic of the lesson. However, referential questions were used to make the students share their ideas about the topic of the lesson and to give the students opportunity to use and explore the foreign language they have learned.

In part of Student Talk, the dominant categories were student open-ended response and student specific response. Student open-ended response became the first dominant Student Talk with 57.22% of the whole student talk categories, whereas the category of student specific response was 35.83% of the whole student talk categories. The great number of student open-ended response category occurred as the teacher had successfully stimulated the students to get involved in the learning activities by using the questions and explanations.

However, from those six meetings, Teacher Talk still took a greater part of classroom interaction with 37.42% of the whole talk, while the amount of Student Talk in the classroom only 28.80% of the whole talk. Even though the students already contributed in teaching and learning activities, especially in the sixth meeting, the students' participation in the classroom was considered as low. It meant that Teacher Talk had taken over the interaction between teacher and students in the classroom.

5.2 Suggestions

5.2.1 Pedagogical Implication

This research has several benefits for the teachers. Firstly, this research gives a useful input about the reality of classroom interaction in the language

learning. It implies that the way the teacher acts and talks influences the whole students' movements and actions in the classroom, not only the predictable movements and actions, but also the unpredictable ones.

Secondly, hopefully this research can help the teachers to be more aware of the Teacher Talking Time (TTT) during the teaching and learning activities in the classroom. The more the teachers take TTT, the less the students get involved in the classroom interaction. Therefore, managing the classroom interaction is necessary in order to prevent the imbalance between TTT and students' participation in the classroom. Lastly, it is hoped that this research will contribute to the improvement of communication between the teachers and students in the classroom.

5.2.2 Further Research

For further research, it is expected that the observation can be conducted in more meetings of English class, in order to ensure that the data gathered could provide more information about the patterns that appear in the classroom. It is also suggested that students should be involved in the interview in order to investigate students' response toward the implication of classroom interaction from their point of view, based on what they really feel. Moreover, it is recommended that the further research may utilize other frameworks related to the classroom discourse to give other significant contributions to this field of teaching and learning language.