

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion of the conducted research and the suggestion for the further research with the same or similar topic.

5.1 Conclusion

As mentioned in the first chapter, this research is intended to analyze the classroom interaction in teaching-learning process and the categories of anomalous exchanges that occur during the classroom interaction in a fifth grade of an elementary school.

This research has shown that the classroom interaction is dominated by Teacher Talk. There are three categories of Teacher Talk as proposed by Moskowitz (1971) that occur in large number, namely asking question, giving information, and giving direction. The dominance of these categories indicates three conclusions. Firstly, the teacher frequently presents the material through question and answer activities. Secondly, the teacher highly lectures whenever the topic is new and more difficult than the previous topic. Finally, the teacher frequently gives direction to the learners to do several activities in either individual or work tasks.

In addition, the learners' participation in the classroom interaction shows a significant distribution. Students' response (open-ended) or students' initiation is the most frequent Student Talk category along the lessons. The dominance of this

category is because the teacher mostly delivers the materials through question and answer techniques in all lessons. In addition, Students' initiation categories highly occur when the learners initiate the interaction.

Using the native language is the most dominant category in neither Teacher Talk nor Student Talk categories during the classroom interaction. It reveals that both the teacher and the learners tend to use the native language along teaching-learning process.

In terms of the anomalous exchanges, the findings show that all categories of anomalous exchanges as proposed by (Suherdi, 2009) occur in the classroom interaction. However, defective and elliptical exchanges are more dominant along the lessons.

The defective exchange is the most dominant category of anomalous exchanges. There are three situations that contributes to the occurrence of the these exchanges, namely (1) when the learners are unfamiliar with the topic discussed, (2) when there is no enough pause from the teacher, so the learners have no chance to think and to contribute in the interaction; and (3) when the teacher asks questions, the learners are out of order so the teacher answers the question herself.

The elliptical exchange is the second dominant category of anomalous exchanges. There are several factors which contribute to the occurrence of these exchanges, namely the familiarity of the learners with the topic, the types of questions given by the teacher, the clarity of pictures, and the shortness of the answer.

Finally, the broken exchange is found in low number. It indicates that the teacher wisely sustains the process of meaning-negotiating whenever the problem appears.

5.2 Suggestion

5.2.1 Pedagogical Implication

This research provides descriptions about the real classroom interaction of young learners. It shows that there may be some unexpected utterance or structurally some unpredicted exchanges produced by teacher and students. The occurrence of unpredicted exchange structure does not indicate whether a language classroom is good or not. In this case, anomalous exchange is not something that must be avoided. Yet, it emphasizes on how teacher maintain the interaction so that the lesson transaction keep going on.

5.2.2 Further Research

In conducting this research, the researcher found several difficulties including the process of getting the data, coding of the transcription, collecting the theories, and describing findings and discussions. Therefore, it is better for further research to prepare the equipments and other theoretical aspects well. In addition, classroom interaction provides many research scopes so it is important to conduct similar study with different frameworks such as focusing on teacher's type of question, teacher talk, student talk and many others to give more significant contributions to teaching and learning language.