

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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

#### 5.1. Conclusions

This paper has given an account of the occurrence of dynamic moves in the classroom interaction. In this investigation, the aims were to discover: (1) types of dynamic moves that occur in the classroom interaction; and (2) how the teacher's questions and instructions affect the variation of dynamic moves.

The phenomena of dynamic moves frequently occurred in knowledge questions. Even though this question is considered as the lowest cognitive question, the students' responses were not as much as the teacher expected. They had difficulties in producing target language due to lack of vocabularies and unwillingness to speak in front of the class.

The occurrence of dynamic moves increased when the teacher applied other questions, namely comprehension question and analysis question. The students frequently did not give any response toward these questions. So, the teacher needed much repetition or even rephrased the question to obtain the students' response.

However, the teacher's instruction such as giving information, giving direction and criticizing students' behavior give low contribution to the variation of dynamic

moves in the classroom interaction. It indicates that the students tended to be more excited when the teacher gave direction.

In the end of the research, it can be concluded that teacher's questions and instruction have mostly important role in creating an interactive interaction in the language learning. The teacher's questions and instructions can be used to keep student's participation in the interaction. Besides that, they can be modified so that the language used becomes more comprehensible and personally relevant. Thus, dynamic moves occurred in some teacher's questions and instructions as the modification to questions and instructions.

## **5.2. Suggestions**

The findings of the present study offer several pedagogical implications to consider. There are several things to think about in the occurrence of dynamic moves in the classroom interaction.

This research gives some description about the real classroom interaction. It shows that there may be some unexpected utterances or some unpredicted moves produced by teacher and students. However, it normally occurs in language classroom setting. In addition, the occurrence of dynamic move does not always indicate whether a language classroom is good or not. In this case, dynamic move is not something that must be avoided. Yet, it emphasizes on how teacher maintain the interaction so that the interaction keep going on.

Besides that, the occurrence of dynamic move is mostly caused by the teacher's questions and instructions. In this case, especially the use of questions, the teacher should use more varied questions ranging from the lowest cognitive questions to referential questions in order to stimulate students' response. The questions used should start from the easiest to the most difficult. In other words, the teacher needs to have questioning ability to get students' response and keep the interaction going on.

The current study also offers suggestions for further study. As the present study only focuses on one teacher, the research involves several teachers is considered to give rich information especially for the teachers in improving their performing in creating communicative interaction.

In addition, it is recommended to conduct the other research about dynamic moves in different lesson that is not the same with this research and then compare the result.