

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter draws the conclusion on the discussion in previous chapters. It is divided into two sub-chapters, those are, conclusions and suggestions. In the conclusion, the essence of the analysis is presented. This chapter also ends with recommendations for related further research.

#### 5.1 Conclusions

The focus of this study is the interaction in young learner's classroom, particularly on the potrait of teacher talk and student talk. The aims of the study are to investigate (1) the realization of young learner's classroom interaction, (2) teacher talk categories (3) their implication on student's motivation, (4) student talk categories and (4) teacher's roles.

This study proves the findings from the previous research that teacher talk plays dominant part in classroom interaction suggested by Nunan (2001). However, the dominance of teacher talk is valuable since the teacher fully uses target language as language input and it is purposed to direct the students to express their ideas.

This study comes up with some categories of teacher talk, beginning from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Those categories confirms FIAC system of analysis developed by Flanders (1970).

From interaction and categories of teacher talk revealed, teacher conducted direct teaching more rather than indirect one. It is highlighted from the bigger proportion of category of lecturing, giving direction and criticizing. The dominance of direct teaching has shown that the teacher built formal classroom atmosphere and formal relationship with the students.

The finding of the study also reveals the role of the teacher that mostly adopted by the teacher which is as the controller. It can be shown from the high percentage of giving direction, lecturing and asking question by which the teacher led the flow of interaction.

As discovered also from the finding, teacher educational background affects her practice in conducting classroom interaction as accepting student's feeling took the lowest percentage out of the total classroom interaction and it is lower than criticizing category. Moreover, her practice in giving instruction seemed in contrast to the theory that she preferred not to check student's understanding toward the instructions given. However, her attention was to encourage the students to ask unclear instructions by themselves. Therefore, the writer sees that kind of strategy as beneficial since it can enforce student's participation and initiation using English.

Regarding to student talk, this study has shown two types of student talk covering response and initiation. Many display questions posed by the teacher have motivated the students to give response. Furthermore, the proportion of initiation was higher than response and it played significant part in interaction which meant that the students were relatively brave and interactive in initiating

the interaction. They were eager to ask questions and shared feelings and ideas with the teacher and the other students. Apart from the dominance of teacher talk, the teacher's questions, meaningful contexts to practice writing and grammar have implication for the student's motivation which was high in classroom interaction. Target language was even used mostly by the students. Thus, it can be concluded that teacher talk has implication on student's motivation in initiating interaction since the teacher frequently asked questions and provided meaningful contexts for the students

The last attention was the finding of silence that was relatively high. After analyzing the data taken from observation and interview, it was found that the reason of such matter happened since the classroom activities were intended to teaching and learning of writing. It is then understandable that giving direction category took the highest category of all since it was aimed at directing and monitoring students when having writing activities.

## **5.2 Recommendations**

After conducting the study, it is realized that there are many important implications to be explored and improved concerning young learner's classroom interaction, especially teacher and student talk. The following suggestions are offered for further research:

1. As suggested by many studies, English teachers unarguably talk much in classroom. However, it is advisable for EYL teachers to talk in fully careful consideration to which their talk can support and invite student talk as much

as possible for example by applying questioning strategies which are meaningful to children's lives and characteristics.

2. If teachers unavoidably should talk in big proportion, they may want to make sure that they use target language as much as possible and the types of talk are produced in child-friendly ways. In other words, teachers should accept student's feelings and attitude more and connect their talk to student's lives and experiences.
3. EYL teachers especially those who are not from education department program, they may want to improve their knowledge of young learners' characteristics and how young learners learn language best.
4. It is advisable for teachers to build more informal relationship with students and more informal classroom climate by paying attention more to accepting feelings, asking questions, praising and using or accepting students ideas and joking rather than focus only on lecturing.
5. Teaching grammar and writing should be conducted in more implicit and child-friendly ways rather than explaining grammar rules, for example, giving more input regarding such aspect in listening or reading, fun writing, writing journal, collaborative writing, project based learning, etc.
6. For those who are interested in conducting similar research, they are suggested to analyze teacher and student talk using another framework of observation in order to gain various senses of data.
7. For those who are interested in conducting similar research, it is advisable to analyse (a) whether student response was given by an individual or by a

group, (b) whether interaction takes place between teacher and student or student and student, (c) whether teacher talk or student talk occurred in the target language or the individual's mother tongue and (d) whether interaction takes place in verbal or non-verbal acts.

