

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the previous explanation and descriptions.

5.1 Conclusion

As mentioned in the previous chapter, this research was intended to describe the category of anomalous exchanges between teacher and students that mostly occurred during the classroom activities at an English course in Bandung, to find out there is needed feedback or not in anomalous exchange during classroom interaction and to seek how the classroom interaction influences that category of anomalous exchanges. Based on the findings, anomalous exchanges exist in both classes; in the under-achiever classroom and in the higher-achiever classroom.

Elliptical exchanges that mostly occurred in young learners' classrooms (Pre-school classroom and Pre-intro classroom) were found in the classroom with listening practice as the activity. Many of the teachers' questions were derived from the listening practice questions. The questions that were used by the teachers, i.e. knowledge questions, influenced the occurrence of elliptical exchanges. Having asked the students based on the listening practice and got the answers from the students, the teachers rarely gave any feedback to the students' response. The teacher did not give any feedback since the teachers considered that the answers were presented in the

listening practice. In other words, the reason why they did not provide any feedback because they believe that the students would know the answer from the exercises in the listening practice.

Besides elliptical exchanges that did not need any feedback, there were elliptical exchanges that needed the teachers' feedback. The functions of the existence of the feedback were, to make the students certain whether the answer correct or not, to clarify students' the information, and to give praise for the students.

In brief, this research has proved that certain type of anomalous exchanges occurrence depended on the classroom activities applied by the teachers, that was listening practices. It also depended on the types of question that teachers asked.

5.2 Recommendations

5.2.1 Pedagogical Implication

This research gives some recommendation, they are teacher should give some feedback to the students' answer in order to motivate the students toward their answer, to make students know that the answer was correct or not and to clarify information related to the accuracy of student's incorrect utterances. Besides that, the teacher should reformulate the question in order to make the students give some contribution in the classroom. As a result, teacher should be aware in deciding type of the teachers' questions that will be asked in the classroom.

5.2.2 Further Research

Further research, it is better to prepare the equipments and other theoretical aspects well. Moreover, classroom discourse provides many research scopes; therefore, it is important to conduct similar study with different frameworks such as focusing only on the teacher's type of question, teacher talk, students' response and so on, in order to give more significant contributions to teaching and learning language.

