

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the conclusion of the research is drawn. It focuses on three issues that underpin this study. In the end of this chapter, the recommendation in conjunction with the further research in the area of expanding classroom discourse is presented.

5.1 Conclusion

This present study examines three research problems, i.e. the strategies adopted by the teacher in expanding classroom discourse, the linguistics features of the expanded discourse, and the extent to which the teacher applies the principles of expanded classroom discourse. It is firstly found that the strategies adopted by the teacher in expanding classroom discourse include good rapport with the students, referential questions in initiation moves, extended wait time and uptake strategy in feedback.

The teacher creates good rapport by using the students' name, the discourse marker 'please', and direct and indirect responses. The teacher uses referential question in the form of closed interrogative and open interrogative with question marker 'what' and 'who'. The teacher also provides more than two seconds of wait time after questioning and arguing. Moreover, the teacher uses uptake strategy in the form of open interrogative, closed interrogative and tag-questions.

It is secondly discovered that the strategies adopted by the teacher have expanded the classroom discourse by the way the students elaborate, extend and enhance the information. The linguistic features of elaboration are the implicit conjunction 'I mean' and the use of Indonesian language. The extension is signaled by the use of explicit conjunctions 'and', 'also', 'too' and implicit conjunction 'but'. The enhancement is featured by the use of explicit conjunctions 'because', 'so' and implicit 'therefore'.

It is thirdly found that for some extent the teacher applies the two principles of expanded classroom discourse, i.e. reflecting classroom as social interaction and developing the students' thinking. The application of the first principle is seen from the use of the discourse strategies in the classroom. Furthermore, the application of the second principle is shown from the expansion and the use of referential question by the students.

Based on the findings above, it can be said that the way the teacher communicates to his students, i.e. the way they use discourse strategies influence the classroom's situation especially the students' involvement in the classroom discussion. This can be identified that the application of the discourse strategies has changed the students' self esteem and curiosity. The rapport and wait time have developed the students' self esteem whereas the referential question and uptake have developed the students' curiosity.

5.2 Recommendation

The present study offers some methodologies and practical suggestions. The methodologies' recommendations are based on the aspects of the present study that can be explored in further research. The practical suggestions are based on the findings of the present study that can be applied in the classroom.

This research uses descriptive qualitative design to analyze some strategies adopted by the teacher in expanding classroom discourse. Further research on this area is suggested to equip with quantification to analyze the students' arguments and the proportion of teacher's domination. Moreover, this research found that the teacher's language influences the students' self esteem and curiosity. Therefore, for further research, it is recommended to analyze the influence of the teacher's discourse strategies to these two aspects.

Furthermore, some practical suggestions are offered to teacher and school principles. First, this research recommends teachers to carefully use their language in communication with their students because their choice of language will construct or obstruct their learning potential. Moreover, their discourse strategies may also develop or lessen the students' involvement. Therefore, having self-aware of the language use is important for teachers.

Second, this research recommends school principals to develop teacher's language evaluation. The teacher's discourse strategy can be one of indicators to

determine the successful of teaching and learning. Moreover, the teacher's choice of language will develop the students' self esteem and curiosity in learning.

