

CHAPTER 5

CONCLUSION AND SUGGESTION

This last chapter presents conclusion and suggestions based on the previous explanations and descriptions.

5.1 Conclusion

The purpose of this study is to explore what type and in what situation anomalous exchange frequently occur, and seek how classroom interaction influences the anomalous exchange occurrence. Based on the findings, anomalous exchange exists in all the lessons. The type and the frequency of the anomalous exchange occurrence vary among the lessons, specifically the classroom activities.

Generally, elliptical exchange mostly occurs in the classroom with listening practice as the activity. In three lessons, where the teachers taught listening practice the transactions of the lesson between teacher and students are centered in the discussion of listening practice questions. Many teachers' questions are derived from the listening practice question. Having asked the students the question of the listening practice and got the answer from the students, the teachers rarely gave feedback to the students' response. Because of the answers given by most of students were correct, the teachers considered not to give any feedback to the answers. Therefore, elliptical exchange repeatedly occurs in such situation.

In addition, defective exchange normally occurs when teacher answers to her own question due to the absence of students' response. In the lesson 2,

defective exchange appears in significant number. The topic that is discussed in this lesson was new for the students. That is why students seemed to have difficulties in answering the questions. Besides, according to the teacher's point of view, the class of the lesson 2 is viewed as underachiever class which is usually passive. Therefore, defective exchange is defined by this situation.

The last type that is broken exchange frequently occurs under the same situation as defective exchange. The difference is that the question is teacher's genuine question but unfortunately not many students in this case, are able to answers. Because of that the teacher cannot confirm whether the answer right or wrong, so she tends to halt the questions.

In regards to classroom interaction, defective exchange constructs the interaction, which is dominated by teacher talk. Despite students' answers, the questions asked by teacher are answered by the teacher herself. Thus, the percentage of teacher talk, specifically in asking question and giving information, shows a great number. The teacher's giving information mostly followed the unanswered teacher's own question.

Besides, the type of question that teacher asks also support the formation of defective exchange. Generally, knowledge questions dominate all the types question that employed by the teachers. However, there is significant number that shows the contribution of inference and application questions in the construction of defective exchange.

In brief, this research has proved that certain type of anomalous exchange occurrence depends on the classroom activity applied by the teacher such as

listening practice, reading, writing, or speaking class. It also depends on the types of question that teacher asks.

5.2 Suggestions

5.2.1 Pedagogical Implication

This research gives some description about the real classroom interaction. It shows that there may be some unexpected utterances or structurally some unpredicted exchanges produced by teacher and students. However, it normally occurs in language classroom setting. In addition, the occurrence of the unpredicted exchange structures does not always 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 doing this research, the researcher found some difficulties. It includes the process of recording, the coding of the transcript, collecting the theories, and describing findings and discussions. Thus, for 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 on teacher's type of question, teacher talk, students' response and so on, in order to give more significant contributions to teaching and learning language.