

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on result and discussion held previously, it could be drawn a conclusion. The study concerned on English classroom discourse in MTS Negeri Rantaupratat. The objectives of this study are to describe the classroom discourse Structures, to describe how classroom discourse structures are realized by teacher and students, and to reason for the realizations of the way they are. After having analyzed the data, the conclusions are stated as follows:

1. The classroom discourse structures were dominantly realized by Initiation and Response (IR) structure. It was reflected in Teacher direct, Teacher elicit and teacher information exchanges.
2. It was found that the classroom discourse structures were only three exchanges as most dominantly occurred in MTS Negeri Rantaupratat. They are teacher direct, teacher elicit and teacher inform. The other exchanges occur are boundary (framing and focusing move), , Directive, Informing, check, accept, React, Reply, nomination, marker, Bid and conclusion.
3. These classroom discourse structure were occurred for some reasons. It is because (1) the teacher as a centre of interaction in the learning teaching process which is dominantly than the students. (2) The teacher gives some question without any caring to the evaluation, appreciation and feedback that makes the students only answer the teacher's question without any

feedback to make dialogue be suitable with IRF structure. (3) Students have been disciplined not to speak in classes without a teacher's direction, and most of them are unwilling to speak English in front of their classmates because they fear making mistakes and causing laugh from others. The students simply can not speak freely because of their poor spoken English.

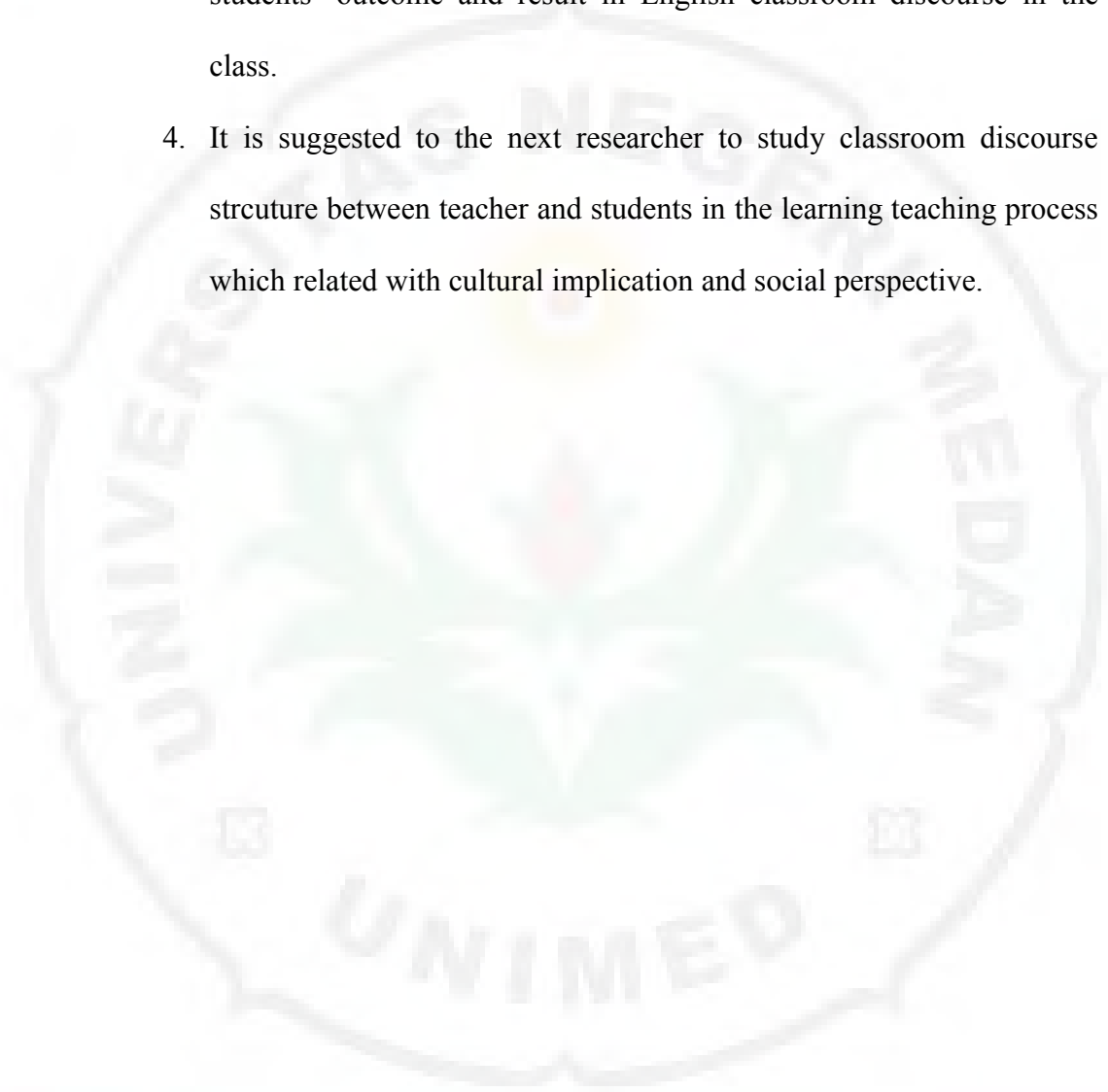
## **5.2 Suggestions**

Based on the above conclusion, there were some suggestions that should be taken into account. Related to the conclusion of this study, the following suggestions are suggested:

1. It is suggested that English teacher should apply IRF structure and analyze their subject or lesson material by using Sinclair and Coulthard theory to find out their classroom discourse structures so they can achieve and chase the quality of their teaching learning process in the class.
2. It is suggested that teacher should give any feedback such as evaluation and appreciation to students in every exchange they communicate in the class, especially for elicitation exchange.
3. It is suggested that teacher gives chances for the students to practice based on their mind freely and appreciate them and then hopefully the classroom have a good discourse structures in the English communication and it will contribute to the effectiveness of teacher

students' outcome and result in English classroom discourse in the class.

4. It is suggested to the next researcher to study classroom discourse structure between teacher and students in the learning teaching process which related with cultural implication and social perspective.



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