CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

The aims of this study were to describe the types of initiation are used by teacher in classroom interaction in context of scientific approach and to elaborate the reason why the teacher used the dominant type of initiation during the teaching and learning process.

After analyzing the types of teacher's initiations based on the research findings and discussion in the previous chapter, it could be drawn the conclusion as follows:

1. Based on the analysis of the data, there were nine types of initiations used by the teacher in English classroom interaction, namely: boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (I), re-initiation (II), check, and repeat. Meanwhile reinforce was not found during the teaching and learning process in the class.

2. Based on the analysis of the data, the reasons why the teacher used teacher elicit as the dominant types of initiation in teaching learning process were 1) Initiating elicit, it could measured students' understanding, and 2) By initiating elicit, it could create an effective and efficient classroom interaction. Those are affected by the teacher's belief which belongs to the presage category and refers to the teaching process takes place (class) which belongs to the context category.

B. Suggestions

1. The teacher is expected to improve an effectiveness of English classroom interaction during teaching and learning process by applying the teacher's initiation. By using initiations, the teacher can stimulate the students' participations. So, the class will run actively, interestingly and successfully.

2. The students are expected to be confident to give their opinion. It can practice their target language skills, to develop knowledge, to interact with others and to participate in English communication in the society.

3. For the next researcher, the findings of this research can be used as reference to give better understanding. The next researcher is expected to provide additional information and comparison for varied research in other classroom interaction sessions whether it is based on Sinclair and Coulthard model (1975), which will be a very useful reference in teaching and learning process.