CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to this following conclusion:

1). Based on the analyzed transcript of the data in classroom interaction, it was found that the exchange structure in the classroom interaction in both of classes was very different. First class at Grade XI MIA 1 was found that there were seven exchange structures from the total clauses was 36, iw was described: Structure (1) dk1^ k2 ^ a2, Structure (2) a2 ^ (cl ^ rcl) ^ a1, Structure (3) k2 ^ (cl ^ rcl) ^ k1 ^ k2f, Structure (4) k2 ^ k1 ^ k2 ^ k1 ^ k2f, Structure (5) k2 ^ k1 ^ k2 ^ (cl ^ rcl), Structure (6) k1 ^ k2 ^ a2 ^ a1 ^ a2 , Structure (7) k2 ^ k1 ^ k2f ^ dk1 ^ k1 ^ a2 ^ a1. And at Grade XI IIK that found was six exchange structures from the total clauses were 33. It was described: Structure (1) k1 ^ Ø, a2 ^ a1, Structure (2) a2 ^ Ø, k2 ^ Ø, a2 ^ a1 ^ a2f ^ a1f ^ a2 ^ a1, Structure (3) a2f ^ k2 ^ (cl ^ rcl) ^ k1 ^ k2 ^ a1, Structure (4) da1 ^ Ø, ch ^ rch ^ a2, Structure (5) k2 ^ k1 ^ k2 ^ k1, Structure (6) k2 ^ k1 ^ a2 ^ a1 ^ a2f.

2). Based on the analyzed transcript of the data in classroom interaction, the structure interaction that occured in the classroom interaction were very different. At grade XI MIA 1 the students were more active and the situation there was very interactive, in other words, the interaction of the class was an

alive conversation. Meanwhile at Grade XI IIK the interaction that occured was very passive. The teacher was more dominant to repeat the move to attract the interaction. In other words, there was no conversation because no one was asking or aswering. In both of classes the interaction just asking and aswering.

3). There were some reason why the students not response or keep silent bacuse they were not confidence, the don't like english.

B. Suggestions

By considering the conclusion mentioned above, the writer formulized some suggestions as follows:

1. **For the English teacher**

   The English teachers need to know that the phenomenon of structure of interaction in classroom interaction especially in EFL class was a natural phenomenon. Student also have several reason why they keep slent in classroom interaction and these reasons may help them to be more active and get interested in building communication while the teaching learning process conducted. The teacher must be create the new stretegies to be make the students active when doing interaction.

2. **For Further Research**

   This research is only focused on analysing the exchange structure conversation move. It will be better if other researchers who want to conduct relevant research can analyse other journals for the same or different grades and also analyze the implementation of the quality conversation in the teaching learning process. They can make this study as additional information or reference. This study also can be observed in

another context, especially in the context which may found how the interaction occur in the classroom interaction phenomenon. For those who are interested in investigating the phenomenon of exchange structure in classroom interaction, the writer also suggest for observing not only in English class but also in another language class such: Chinese, Arabian, or Indonesian.