

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Conclusion is drawn based on the research questions. The first question is related to the types and the dominant type of opening move used by teacher, and the second question is related to the reason of the dominant type of opening move used by teacher. Furthermore based on analyzing the data and finding the result of data, the conclusions of this research can be seen as listed below:

1. There were nine types of opening move used by teacher found on the classroom interaction during teaching and learning process, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, repeat and reinforce. While the reinforce's type was not found during teaching and learning process.
2. There were some reasons why the teacher used the elicit type as the dominant one because the teacher wanted to know how far the student's understanding, the teacher wanted the students be more active in the classroom interaction and she challenged the students to speak up more in the classroom during teaching and learning process.

B. Suggestion

In relation to the conclusions above, the writer would like to point suggestions to the lecturers or teachers, readers, and also further researchers in terms of the types, functions, and forms of speech act used by the students. Those suggestions are elaborated in the following:

1. The result of this research can motivate the teachers to facilitate the students in EFL class to communicate well by applying IRF pattern. The teacher can use the types of opening moves when He/She wants to initiate their students during classroom interaction. By knowing the teaching variable, then teacher initiation and the student's response could be balance and the teaching learning process could be run well because the teacher as the important role in classroom interaction know the situation of the classroom and the students. Furthermore, it is also expected that the research findings can be considered to put "IRF" as one of the obligatory should be learnt by both students and teachers in Indonesia.
2. Particularly, the further researchers are expected to do more research about types of opening move in different object to obtain more rich data or explore opening move used by the teacher in different ethnics of certain areas in Indonesia.