CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aims of this study were to describe the structures (Initiation-Response-Feedback) realized in English classroom interaction and the most dominant with the IRF structures between two teachers of two classes based on Sinclair and Coulthard's Model that applied with the structures of two classes onthe research findings and discussion in the previous chapter. The conclusion are :

1. Based on the data analysis, there were three structures realized in the English classroom interaction. The structures were initiation, response, and feedback.

2. Based on the data analysis, there were found the most dominant in class VIII A and class VIII C is responses. There were some factors teachers' experience during teaching is age, and the education of teachers are influence the way of teachers in teaching the students. From the reasons above, the researchers saw thedifference between teachers in class A and C. One of the differences in the material given by the teacher to students, including teacher VIII A that has more experience in the teaching and learning process delivered the appropriate materialwhile teacher VIII C did not deliver the appropriate material at that time. TeacherVIII C only gave questions to the previous material. From the result of research, the

researcher concludes that the teachers were also enthusiastic in asking questions and giving assignments, teaching techniques to attract students' interestin learning, building good interactions to create a good atmosphere between teachers and students in online classes, and support to encourage students in learning.

3. Based on all the data, the response is dominant, it means the teacher is able to playa good role in the learning process and is able to build an effective and fun atmosphere. Because if a teacher is able to foster a sense of enthusiasm and positive relationships with students, students will respond to learning well. This positive response is a good start so that students are interested in participating in the learning process seriously to achieve optimal performance.

B. Suggestions

Based on the conclusions, the suggestions were drawn as follows:

1. For teachers, it can also help the English teacher overcome their problems in usingIRF model in classroom interaction. The research findings were expected to be useful as an input for English teacher. It was expected to provide information about the classroom interaction for students in grade eight Junior High School. And this result of the study could be useful for additional information that couldbe applied by English teachers in teaching English using IRF model.

2. For the students, the students need to be aware of IRF structures. So, the class was not monotone. The students were expected to be more active during teaching and learning process.

3. The other researcher, the findings of this research were expected to support the theory of Sinclair and Coulthard's model using IRF (Initiation-Response- Feedback) in classroom interaction particularly for students of grade eight JuniorHigh School. The findings of this research could be used to be a reference for thenext researchers who would take IRF model on the learning process. The next researcher was expected to provide additional information and comparison for varied research in other classroom interaction.