CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The purpose of this study is to analyze the types of teacher initiation used in English online teaching and learning process, to find out the dominant type used in the meeting attempted. Following the analysis, the teacher's initiation discourse utilized in the class meeting in the data findings and discussion in the result of the data could be formed the following conclusion:

1. Based on the analysis of the data it was found that there were nine types of teacher's initiation used in both meeting 1 and meeting 2 from the data in this study. They are teacher inform, teacher direct, teacher elicit, check, re-initiation (i), re-initiation (ii), listing, reinforce and repeat.

2. The process of IRF reflected in the study was happened with the teacher's initiation, followed by student response and then ended by teacher feedback. In some cases, teacher did not give any feedback and continue to give new initiation. IRF pattern showed that the students response is the highest score between of three of the exchanges by 42% calculated from two times meetings observation. Then, at the second place is teacher initiation by doing three times observation totally 40%. Finally the third place is teachers feedback in three times observation by total percentage 18% feedbacks . In this regard, the response of the students is the dominant pattern in the classroom interaction in English online class during Covid-19 pandemic rather than the initiation and feedback.

3. The reasons why the teacher used this types of initiation in his teaching strategy in online English class situation due to some reasons: (1) The reasons why the teacher used the dominant type of teacher initiation which is teacher direct due to several reasons: (1) Direct student, could create an effective classroom interaction; (2) By giving direction, the teacher can push the students to react to the teacher; (3) By using teacher direct, it can push students the confidence to speak up in the meeting process. (4) Teacher can manage the virtual classroom easily.

5.2 Suggestions

1. For the teacher

   There were nine types of initiation in the theory of teaching and they have their own purpose in each of type. The teacher should be expected to understand that teacher initiation would help them in teaching when they use the type of initiation well based on their function and type of response to get from the student the teacher would like to expect. Especially in the online classroom situation, it will help the class when teacher do the right initiation to get students more active and wanted to respond the teacher.

2. For students

   In online classroom situation, there were a lot of barricade how to interact well with teacher in teaching learning process. In this situation, it is not only the teacher who has to be more active in the class, but it also important for the student to be more active too in response the teacher

questions or direction. The students should be able to be brave and turning on their microphone and camera.

3. For the researchers

The writer suggests to the next researchers to be more detail in doing transcript data and get more references from books and journals about classroom discourse to make the writing process more exact and appropriate according to the theories used.