

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions related to the research finding and discussion.

A. Conclusion

This section presents the conclusions of the study conducted based on the objectives of the study. The objective of the study is (a) to identify classroom discourse patterning of EFL classroom interaction based on Sinclair and Coulthard model (1975), and (b) to describe how EFL classroom interaction affect the students' learning process based on Sinclair and Coulthard model (1975).

1. The classroom discourse patterning of EFL classroom at XI MIA 1 SMA Nurul Iman, based on Sinclair and Coulthard model (1975) was dominated by IRF (Initiation-Response-Feedback) patterning initiated by the teacher (30.62%) in the sense of teacher-dominated the classroom interaction. It was found that there were seven patterns initiated by the teacher, meanwhile there were only four patterns initiated by the student.
2. Secondly, how the EFL classroom interaction affect the students' learning process can be seen in terms with the categories that are mostly used by the teacher, it can be concluded that the teacher's roles were as manager, director, facilitator, and controller, in other words teacher-centered, meanwhile Curriculum 2013 agreed to be student-centered. The interaction affects the teaching learning process in a way how the lesson passed on to

the student. In this study, it was found that the teacher mostly used Bahasa as the medium of interaction along with the students. The goal of learning English is to be able use English inside and outside the classroom. So, if the teacher did not make the students get used to speak in English by using it himself/herself both as medium and the subject in the classroom interaction, it will affect the goal of learning English itself is not accomplished. If the teacher is to prepare the students for real-world communication, the teacher need to develop awareness of the language produced inside the classroom and the types of roles that the teacher might possibly be limiting the students.

An application of the Sinclair & Coulthard model allows teachers to objectively understand the choices they make and how those choices impact the communication that is likely to take place in the classroom. Practically and theoretically, the results of the present study will be useful to language teachers teaching English as a foreign language, in helping them investigate what actually is going on in their own classes, trying to move away from a teacher-dominated mode of teaching by adopting a more student-dominated mode of teaching.

B. SUGGESTIONS

The writer would like to propose some considerable suggestions as follows:

1. Teacher

It is necessary for the teachers to reorganize the activities which can foster more interaction in the classroom, such as brainstorming and problem-solving, role play, simulations, and discussion. Using such activities in the

classroom, teachers will be able to motivate students to learn in a more involving way. These kinds of activities can provoke a very positive attitude towards language learning since they resemble real life events. Moreover, students must be persuaded to interact positively and effectively in the language classroom. Teachers should incorporate more real life like activities into their teaching practice.

2. Institution

The institution should provide the English textbooks by trying to incorporate activities and tasks in the books which would provoke more 'genuine communication' between teachers and students.

3. Students

The students should be daring to speak in English, because in the classroom they are allowed to do mistake, and less outside the classroom. In other word, interaction in the classroom will provide them the chance to participate in English communication in society.

4. The next researcher

It is finally suggested that other researchers should conduct further studies on classroom discourse whether it is based on Sinclair and Coulthard model, which will be a very useful reference to the students' needs in teaching learning process.