CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

The aims of this study was to find out the types of teacher's initiations, to find out the dominant type of teacher's initiation and to find out the reason why the teacher used the dominant type of initiation during the teaching and learning process.

After analyzing the types of teacher's initiations based on the research findings and discussion in the previous chapter, it could be drown the conclusion as follows:

1.   Based on the analysis of the data, there were nine types of initiations used by the teacher in English classroom interaction, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, repeat, and boundary. Meanwhile, reinforce was not found during the teaching and learning process in the class.

2.   Based on the analysis of the data, the most dominant type of initiation used by the teacher in English classroom interaction was teacher elicit.

3.   Based on the analysis of the data, the reasons why the teacher used teacher elicit as the most dominant type of initiation during the teaching and learning process was affected by the teacher's belief which belongs to the presage category and context category which refers to the class in which the teaching and learning process takes place.

B.   Suggestions

1.   For teacher

The teacher is expected to improve the effectiveness of teaching English process by applying the appropriate initiations, by applying the appropriate initiations, the teacher can stimulate the students' participations. So, the class will run successfully.

2.   For students

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

3.   For next researchers

The next researcher is finally suggested to other researchers to conduct varied research and further studies in other classroom interaction sessions especially in classroom discourse whether it is based on Sinclair and Coulthard model (1975), which will be a very useful reference to the teachers and students needs in teaching and learning process.