

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the types of initiation were used by male and female teacher based on the research findings and discussion in the previous chapter, it could be drawn the conclusion of the present study which was designed to suit the objectives of the study; to find out the types of initiation were used by male and female teacher in classroom interaction and to find out the reason of male and female teacher used the initiations. The conclusion can be drawn as follows:

1. Based on the analysis of the data, there were nine types of initiations used by male and female teacher in English classroom interaction, namely: boundary, teacher inform, teacher direct, teacher elicit, check, re-initiation (i), re-initiation (ii), listing and repeat. Meanwhile, reinforce was not found during the teaching and learning process in the class.
2. Based on the analysis of the data, the reasons why the teacher used types of initiation, in teaching learning process, types of initiation were used by male and female teacher functioned as a way to give a signal that lesson would be began or ended which refers to boundary. For teacher inform, it is purposed to increase the student's knowledge about the topic which was discussing. By initiating teacher direct, student would knew what they had to do in classroom. Teacher elicit and check are ways to check students's

understanding, knowledge and comprehending the lesson. Beside it all, male and female teacher used re-initiation (i) and re-initiation (ii) to encourage the students to be more confident and braver to give their opinion or answer. By initiating listing, the students could be more active in classroom interaction. And repeat, it could made teacher's explanation and student's response be clearer. So, it could be easy to comprehend by students. Those are affected by the teacher's belief which belongs to the presage category and context category which refers to the class in which the teaching process takes place.

3. In this study, the researcher found male teacher more ask a question than female teacher during the teaching learning process. It can be seen that the most often frequently used by male and female teacher was teacher elicit. Male teacher 34.65% and female teacher 29.10%. It occurred because the teacher were trying to gain students' participation, which was realized by questioning. The other supporting data is the percentage of using Check.

B. Suggestion

1. The teacher is expected to improve an effectiveness of English classroom interaction through the teacher's initiation. By using initiations, the teacher can stimulate the students' participations. So, the class will run successfully.
2. The students are expected to be braver and confident to give their opinion. It can practice their language skills, to develop knowledge and

to interact with others. In other word, student's interaction in classroom will provide them the chance to participate in English communication in the society.

3. For the next researcher, the findings of this research can be used as reference to give better understanding. The next researcher is expected to provide additional information and comparison for varied research in other classroom interaction sessions whether it is based on Sinclair and Coulthard model (1975), which will be a very useful reference in teaching and learning process.

