CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research used qualitative case study method to find out the Teachers' Initiation and Response in Online Learning at Grade VIII of SMP Kemala Bhayangkari Medan. Moreover, after conducting the research, the researcher would like to conclude some points in order to answer problems of the study. They are as follow:

1) In order to answer the first problem, the researcher concluded that there were six categories of teachers' initiation and response that used by the teacher from seven categories based on FIACS, four categories of response, that are Accept Feelings, Praises or Encourage, Accepts or Uses Ideas of Students, and Ask Questions. Meanwhile, two categories of initiation, that are Lecturing and Giving Direction. It was found that giving direction was dominantly, there were 105 times (21.88%), accept feelings 2 times (2%), praise or encouragement 76 times (15.83%), asking questions 48 times (10%), and lecturing/lecture 78 times (16.25%). In this case, the researcher did not found Criticizing or Justifying Authority category used by the teacher during teaching and learning process. The total of utterances produced by the teacher were 128 responses and 183 initiations.
2) In order to answer the second problem, the researcher concluded that the teacher was more initiate in his teaching. It can be seen from the interpretation of the interaction matrix. The ratio of the Indirect

Teacher Talk showed 26.67 %, smaller than the ratio of Direct Teacher Talk, that showed 38.13%. It meant that the teacher gave more directions and lecturing/lecture than gave questions and praises or encourages in online learning process. The teacher attempted to make his students being more active in the class by giving questions for students and also he wanted to know the students' understanding about the material when the teacher gives lecturing. Therefore, teaching learning process was dominated by the teacher. It was happen because the quantity of teacher talk was more than the student talk. Even though the characteristics showed that the teacher control was the most dominant, the students rarely ask questions to the teacher but they always respond teacher's questions.

B. The Suggestion

From the research result that have been concluded by the researcher, the researcher would like to suggest some points:

1) The teacher should improve their knowledge in classroom interaction especially teachers' initiation and response, because it can help the students to be more active during the teaching learning process. And also to improve the quality of a good teaching in English. The students can improve their skills by a chance to talk and explore their ideas in learning process especially in online class. It is suggested to other researchers to conduct further studies in English Classroom Interaction especially initiation and response, which will be very useful as a reference to the teacher in teaching English.

2) If other researchers would like to conduct the same research, they should have considered the institution's availability in serving the researcher that conduct a research in that place. They also have to make sure that the objects of the research agree to help. Moreover, they have to consider appropriate time in collecting the data.

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