

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter presents the conclusion that was derived from the discussion based on the research questions. The implication and recommendation were presented to bring some suggestions related to the pedagogical practices and further research.

5.1 Conclusion

The teacher was the most dominant in initiating the interaction in primary school classroom. The teacher spent 96% of talks in English learning activities. Then commanding was the dominant functions of talks that teacher was done in initiating the interaction. The teacher gave command in order to repeat teacher's pronunciation, to manage classroom atmosphere, to do classroom routine, and to guide students to learning activities.

Thus, the functions in initiation moves were mostly done by the teacher but teacher also gave chances for students to start the initiation (4%). In response moves, undertaking was found as the most dominant functions in students' turns (41%). The students were undertaking teacher's command by doing the command with or without verbal responses whereas answering was found as the dominant function in teacher's turn (96%). In teacher's follow-up moves, repetition to students' verbal responses was found as the dominant function done by the

teacher (51%) but in student's follow-up moves the researcher didn't find any. The students didn't do any follow-up.

The last, teacher talks that enhanced English fun learning activities were found in initiation moves. Teacher used some expressions to lead the students to fun learning activities such as "*OK, start!*". Then giving command was found as the dominant function of teacher talks that enhanced students in English fun learning activities.

5.2 Implication

From the discussion above it can be seen that teacher was the first who initiated the interaction in primary school classroom. This is naturally done because the teacher is the main language input in classroom interaction in primary school.

Thus, teacher should vary her talks not only giving command but also using other functions so that the students can also enhance their learning through the talks of their teacher which were the exposure to English. In varying the talks, the teacher also have to keep in mind that the English that according to primary school students' need was simple and comprehensible.

5.3 Recommendation

The recommendation for the next English Department students who will conduct study using discourse analysis, specifically concerning the teacher talks in the classroom, is to gain deeper information focusing on what ways talks can effectively improve students' English.