

## **Chapter 5**

### **Conclusions and Suggestions**

This chapter consists of two parts. The first is the conclusions of the study, which discuss all the main points in the previous chapters. The second is the suggestions for teachers and future researchers on the field of EYL classroom interaction.

#### **Conclusions**

Based on the result of the study, there are three conclusions which can be drawn. Those are as follows:

First, the highest percentage of communication contents expressed by the teacher in the fifth grade EYL classroom interaction is *asking questions* (20.05%) as the indirect talk, and the lowest is *direct pattern drills* (0%) as the direct talk. It means more teacher's questions arouse more interactions and better answers given by the students. Besides, the indirect talk (34.89%) of teacher talk is greater than the direct one (23.47%). As the more frequently used talk in the teacher talk's category, indirect talk of the teacher talk causes more interactions since it expands the opportunity of the students to participate. Besides asking question, more intimate and informal relationship with the students are essential. They were built by asking the students' feelings or conditions, appreciating their hard works, and giving jokes. However, teacher's appreciations on the students' responses or works were not only given in the form of praising or encouraging but also in the form of using ideas of the students. This means the closer the relationship between the teacher and the students, the better

the students absorb the materials from the teacher, and the faster the students acquire their target language.

Second, students' responses in the communication content were mostly found compared to other categories in student talk. The top three of the communication contents expressed by the students in the fifth grade EYL classroom interaction are *students' choral response to the teacher* (17.61%), *individual student response to the teacher* (13.27%), and *student's nonverbal behavior* (4.84%). *Student with peer's response to the teacher* (0.17%) was found as the least of all student talk categories. In Asian culture, there is a situation which is called the 'culture of silence' where the students are trapped in reticence, be unresponsive and avoid any interaction with the teacher. However, in this study, *silence* (0.74%) was found in the second rank from the bottom of student talk's category. So, young learners in Asia settings were able to participate actively if there were assistance and encouragement from the teacher and *asking question* is one of the example.

Third, the pattern of interaction that the writer found in this EYL class was teacher-learners interaction. This result was revealed since young learners are still beginners who have low English proficiency. Beyond that, young learners in this class still responded to the teachers actively since students' responses category took the highest proportion out of the total classroom interaction (student talk). On the other hand, the culture of *silence* which was mostly adopted by Asian students, took a small proportion out of the total classroom interaction (student talk). This was because young learners differ from adults in the process of their language achievements.

Since the ratio of teacher and student talk was fifty eight-to-forty two, it did not refer to the passivity of the students. As a proof, *students' responses (choral/individual)* was the most and *silence* was the least found of all student talk components. Furthermore, teacher-centered classroom did not refer to the low achievement of the students. This was because based on the students mid-term test, it was revealed that the class average score (82) is above the MPC. This result shows that traditional teacher-centered classroom can still bring the interactive EYL classroom interaction with a condition. It is if the ratio of teacher and student talk does not have a great difference to one another.

Besides teacher-centered classroom, this EYL classroom showed more teacher-learner interaction than learner-learner interaction. It occurred because the teacher did not give them more opportunities to let them interact with others. This was in line with the result of the student talk content, which presented 0.17% for *student with peer response category*. To sum up, the latest curriculum, K13, focuses on students/learners centered classroom while the result of this study shows the teacher-centered classroom interaction. In other words, the expectation of K13 in this study was not yet fulfilled.

### **Suggestions**

Referring to the results of the study, the writer suggests the following points for teachers and future researchers:

First, it is advisable for teachers to use the direct and indirect talk that enhance and invite the students talk as much as possible based on the classroom conditions. Second, the teacher can conduct more interactive and communicative activities or set up interesting strategies during the

teaching and learning activity that can develop the potential of the students through interactions. Interaction with peers are preferable since young learners developing their knowledge by interacting with both the objects and the people surrounding and especially to create learner-learner interaction.

For those who are interested in conducting classroom interaction research, it is advisable to conduct more than 5 observational meetings to get various data. It will be better if the researchers focus on one specific skill which is taught in the classroom as the main observational data such as reading, speaking, writing, or listening class. Besides, it is also advisable to analyze teacher and student talk in some EYL classes in the same level and institution to have various pattern of interactions. At last, it is recommended to reveal what factors that affect students' interaction and achievement by comparing the result of those classes in term of EYL classroom interaction.

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