CHAPTER V

CONCLUSION

This chapter consists of two parts. The first part is the summary of the thesis. It sums up the main points that have been discussed in the previous chapters. The second part deals with some suggestions.

5.1 Summary

Classroom serves a place where the teacher can give comprehensible input in the form of information, explanations and questions. The students will easily follow the teacher's explanation or answer the teacher's question if the input is comprehensible. The students sometimes may express their own opinions or feelings to their teacher or to their friends. Therefore, interaction takes place. In fact, many teachers are unaware of the important role played by comprehensible input and modified interaction in the classroom discourse; they often dominate the classroom talk which cause a much less active role played by the students and which result in the students' lower second language acquisition.

The writer has conducted this study in examining how the elementary school teacher provides comprehensible verbal input and creates modified

interaction in the English classes of the fourth and sixth grade of SD KATOLIK XAVERIUS II. The former refers to sample A and the latter refers to sample B.

The data were taken by recording the discourse in the classroom under investigation, then transcribed and analyzed according to the Seventeen-Category System proposed by Amy Tsui Bik-may with a slight modification as proposed by Lanawati Widjojo, i.e. the inclusion of the column of the number of occurrences or the percentages of Indonesian utterances.

The findings of the analysis lead to the following conclusions:

1. The students in both classes could give immediate output since the inputs could be understood easily.

2. There were three forms of modifications made by the teacher to modify his verbal input, namely repetition and simplification. He used more repetitions than simplifications; in fact, the repetition as a means of providing comprehensible input and enhancing interaction was less effective than simplification.

3. In both classes the classroom interaction did not vary. The interaction was predominant by teacher asking questions which are then answered by the pupils.

5.2 Suggestions

This study is just preliminary and it presents limited evidence about the verbal input and interaction in the English class of the fourth grade and the sixth grade of SD KATOLIK XAVERIUS II. However, the writer would like to give some suggestions that might be useful for whom it may concern:

1. The teacher should use more simplifications than repetitions if possible in modifying the verbal input given since the former seems to be more comprehensible than repetition due to its ability to affect immediate output from the students. Here, interaction will take place. The more the students interact, the more they acquire the language.

2. The teacher should vary the input and interaction so that the class would not be monotonous. Hence, it can help the students to acquire the language.

At last, since this study is an observational study and it is only preliminary, this study did not use inferential statistics, the results could not be generalized. Therefore, the writer hopes that there will be other studies on verbal input and interaction with more accurate statistical data so that what has been found in this study can be generalized to a larger population.

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