

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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This chapter consists of two parts namely, conclusions of the thesis and some suggestions. The conclusions of the thesis sums up the main points that have been discussed in the previous chapter.

#### 5.1. Conclusions

A classroom is a kind of place where the teacher can give comprehensible input in the form of information and questions. The teacher's explanation or the teacher's questions will be followed easily by the students if the input is comprehensible. To make the interaction take place, the students may express their own opinions or feelings to their teacher or to their friends. 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 causes 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 Junior High School teacher provides the verbal input and creates modified interaction in the English classes, Reading, of the first grade of Junior High School "Margie". 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 the number of occurrences or the percentages of English and Indonesian utterances.

The findings of the analysis lead to the following conclusions:

1. There were two major forms of modifications made by the teacher to modify her verbal input, namely repetition and simplification. She used more simplifications than repetition. By so doing, she encouraged the students to interact in the target language. This shows that simplification is probably easier to understand than repetition.
2. The high percentage use of Indonesian is higher than English. The teacher used Indonesian because she thought that her students still did not master the English language well enough to grasp all her explanations in English.
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 to present limited evidence about the verbal input and interaction in the English class of the first grade of SLTP Margie. However, the writer would like to give some suggestions that might be useful for whom it may concern:

1. The teacher should be able to simplify the verbal input as simple as possible. The modifications can be in the form of making simple language that is based on the students' proficiency or the students' knowledge. Moreover, the teacher

has to be able to make the students answer the questions actively. Here, interaction will happen when the students interact more and they will acquire the language.

2. As an English teacher he / she should not use more Indonesian if it is not necessary. Although, the first language is very useful in gaining the second language but it will influence the students in learning English.
3. The teacher should be creative in giving the input and making interaction so that the class will be alive. Hence, It can help the students to acquire the language.

In short, this study is only an observational study so this study does not use inferential statistics, the result could not be generalized to get the accurate data. That is why the writer hopes that there will be other studies on the 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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