

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion was presented in this research are reached to answer the research questions.

1. The Act Structure that the teacher and students used in the classroom consisted of 652 acts. They were divided into 19 types of Act, such as Marker which found 15 times, Starter which found 90, Elicitation which found 96, Check which found 1 time, Directive which found 34 times, Informative which found 41 times, Prompt which found 1 time, Clue which found 3 times, Cue which found 1 time, Bid which found 42times, Nomination which found 67 times, Acknowledge which found 20 times, Reply which found 83 times, React which found 22 times, Accept which found 67 times, Evaluate which found 58 times, Silent Stress which found 8 times, Metastatement which found 2 times, and Conclusion which found 1 time in the classroom interaction. It means that most of the types of the act structures based on the Sinclair and Coulthard rank scale were used by the participants in the classroom when the learning process.
2. The dominant type of Act Structure used in the Classroom interaction at the 1st Level Class of STAR English Course is Elicitation/el/. The observation showed that the total numbers of Act are 652 then, Elicitation found 96 times in Interaction then dominated the classroom interaction around 14,7%. It

means that Elicitation was the type of the act structure that used most of the whole learning process. Elicitation was found dominantly because the teacher and students needed the respond when talking to each other. Then has been known that Elicitation is used to ask for linguistic respond. Interaction can run well when the participant gave a response to the speaker with elicitation as the way to ask for the response.

B. Suggestion

For the result of the observation of Classroom Interaction at the 1st Level Class of STAR English Course

1. For the Teacher

The process of learning in the classroom has been effective. It can be seen by the number of starters, elicitation, and reply or react. It proves that the teacher and student actively doing interaction. But the researcher expects that all of the students can be joined in the discourse. For that, the researcher expects the teacher for using a variety of methods and encouraging the students to join the discourse.

2. For the English Students

Discourse is a kind of study that really rarely studied in the classroom or learning process. But it is one of the disciplines which need to be studied as the students of English Education because it will be used in the real classroom.

3. For the Other Researcher

This research is Classroom Discourse Analysis by using Sinclair and Coulthard rank scale. The researcher expects that the next or other researchers

can do the research in the same field but may use the different method analysis or can develop this research wider.

