CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

- 1. Based on the data analysis the interaction in the implementation of K-13 is mostly in the form of IRF pattern where the teacher dominates the turn. The teacher's initiations were dominated by the use display question which provides minimal opportunity of learning for student. Thus, the teacher must aware that different initiation will produce different response which may hinder or engage the student opportunity of learning. Furthermore, the interaction strategies such as extending wait time will let the student to produce enhanced response. To this purpose, the teacher should be realized that each interaction he/she makes can make or hinder the students' opportunity of learning.
- 2. In addition,by using SETT about teacher's interaction in the implementation of K-13 take place in SMPN 13 Surabaya, the writer concludes that the teacher's interaction is coincided with the SETT frame work to gain the pedagogic goals. As a matter of fact, whether in extract one and two, teacher's interaction fitted with the four modes in SETT. In the managerial mode the interactional feature used by the teacher are the use of confirmation check, transitional markers, and giving learner information about the lesson. Similarly, in skill and system mode the teacher's interactional features are the use of direct repair, scaffolding, display question, teacher echo, and form-focused feedback. In like manner,

thematerials mode are in the form of dominant IRF pattern with display question as the initiation, the use of corrective repair, and form focused feedback. Furthermore, the classroom context mode has view implementation especially in extract one; in extract two the teacher use interactional features of classroom context mode are in the form of establishing a context of the pedagogic goals, clarification request and repair. Those interactional features in all modes are coincided with the pedagogic goals. In the other word the teacher's interaction used in the implementation of K-13 successfully lead the students to reach the pedagogic goals.

B. Suggestion

Based on the finding and analysis the researcher summarizes that there are some interactional strategies that the teacher can use in interaction to engage the students' opportunity of learning through: Scaffolding, extended wait time, and questioning strategies. Scaffolding offers a cognitive support for students' responses dealing with language practice that may lie outside their capabilities. As a result, scaffolding enables students to know the correct and appropriate of their responses.

In addition, the extended wait time decides how well the student would response from an initiation. The students need to understand an initiation, provide the reply, and then utter the response. Thus, extended wait time gives huge advantages for student to process an enhanced response. For this reason, it is crucial for the teacher to provide more time for student to response.

Furthermore, since the teacher's initiations are mostly in form of question, questioning strategies become key point in deciding how well student response. Consequently, the teacher must be able to form, in one hand, a question that suitable with the students' level in order to they will easily understand the question. On the other hand, the question should engage opportunity of learning for student.

For the next research, it is necessary to conduct more focused teacher's interaction especially in way of questioning since this research analyzes the whole teacher's interaction. In addition, questioning strategies help the teacher to provide initiation that accommodates the pedagogic goal practice for students. To this purpose, it is essential to support teacher with various questioning strategies which help teacher to engage student involvement.