

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

After conducting the research, doing the analysis, and presenting the results, the conclusions and suggestions are presented in this last chapter.

#### **5.1 Conclusions**

1. The process of classroom interaction in Teaching Vocabulary using guessing game at the fifth grade of MI Islamiyah reflects the classrooms interaction patterns suggested by Sinclair and Coulthard (Initiation-Response-Feedback (IRF) model. The model consists of six teaching exchange patterns namely: Student Elicit, Teacher Elicit, Student Inform, Teacher Inform, Teacher Direct and Check.
  
2. The highest percentage of Teacher Elicit (32,9%) indicates that the teacher has tried to attract the students to be involved in the process of learning. Then, Student Elicit (22,4%), in implementing guessing game, students have their own awareness to get involved in the activity and to participate as well as to interact actively during the teaching and learning process. The moderate percentage of Student Inform (16,8%) indicates that the students have their own awareness to deliver information to

others. The low percentage of Teacher Informing (12,4%), Teacher Direct (10,6%) and Check (5,0%) show that the teacher has managed the whole process of teaching learning well based on what had been prepared on the lesson plan as her role as a facilitator for her students.

## 5.2 Suggestions

Based on the conclusions, the writer would like to propose some suggestions as follows:

1. Guessing game is recommended to be used as the formats to create students interaction in the classroom especially for young learners because it has some benefits which will be supported the process of students' learning.
2. English teacher needs to bear in mind that they are students who are learning English in the class so they try to familiarize themselves with English. Therefore, maximizing opportunities for students' participation in form of Student Elicitation and Student Information to let them dominate the classroom is very necessary and important.
3. English teacher needs to help and attract the students to speak out by using the vocabularies by asking stimulus. The teacher also needs to have a greater awareness of feedback, especially in terms of evaluating students' errors and providing grammatical accuracy and repetition as it can greatly increase teacher's success in teaching process.
4. Students' role should be more dominant; teacher should find a way to decrease her role.

5. In terms of video use, it is suggested to use more than one video recorder to observe teaching and learning process in the classroom, so the researcher can look in detail about the interactions between one student and other students.