

## CHAPTER V

### CONCLUSION

To conclude this thesis, the writer would like to summarize what has been discussed so far and give some suggestions that might be useful to be taken into consideration.

#### 5.1 Summary and Conclusion

As quoted by Widjojo, Krashen and Terrell (1983: 131) state that a reading comprehension classroom serves as a place where the teacher can give comprehensible input in the form of explanations and questions. If the input is comprehensible, the students will easily follow the teacher's explanation or answer the teacher's question. The students may sometimes express their own opinions or feelings to their teacher or to their fellow students. Hence, interaction takes place.<sup>1)</sup> Nevertheless, the writer's own experience when she was at SMA as well as when she

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<sup>1</sup> Lanawati Widjojo, Analyzing Verbal Input and Interaction in Two Reading Comprehension Classrooms at the English Department of Widya Mandala University, Unpublished Thesis, FKIF Unika Widya Mandala, 1988, p. 84.

did her teaching-practice program at SMAK Santa Agnes tells her that most Indonesian SMA teachers - particularly those teaching English reading comprehension - were not aware of the important roles played by comprehensible input and modified interaction in the classroom discourse. They often dominated the classroom talk which caused a much less active role played by the students and which resulted in the students' lower second language acquisition.

Interested in examining how the senior-high-school English teachers provide comprehensible input and create modified interaction in their reading comprehension classes, the writer has conducted this study. The students of the English reading comprehension class of the fifth semester of the Social-Science program of SMAK Santo Stanislaus along with their teacher were taken as the subjects of this study.

The data needed for this study were taken by recording the discourse in the classroom under investigation. They were, 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 transcripts and the analysis of the data were limited to the

patterns of verbal input and interaction which were covered in the record.

The following conclusions are the answers to the 2 sub-problems of the first major problem of this study:

1. The students could not give any immediate output to the verbal input provided by the teacher because the teacher used more repetitions which are considered less comprehensible than simplifications.
2. There were three forms of modifications made by the teacher to modify her verbal input, namely repetition, simplification, and translation. She used much more repetitions than simplifications despite the fact that repetition as a means of providing comprehensible input and enhancing interaction was less effective than simplification. As for the translation, she translated the English utterances into the Indonesian utterances or vice versa despite the effect of translation on reducing the students' chance to acquire the input in the target language.

While the findings of the 2 sub-problems of the

second major problem of this study lead to the following conclusions:

1. The students were given only few opportunities by the teacher to initiate the classroom discourse because the teacher believed that she was the main source of input; hence, it was she who should initiate the discourse.
2. The teacher also gave few opportunities to the students to respond to her initiation.

These findings of all sub-problems of the first and second major problems show that the teacher under this study neither provided enough comprehensible verbal input nor created enough modified verbal interaction as sufficiently as it is ideally hoped.

However, the findings of this study should not be generalized and applied to a larger population. What has been presented here was only the exploration and description of a particular reading comprehension class of SMAK Santo Stanislaus.

## 5.2 Suggestions

This preliminary study has only presented limited findings concerning the verbal input and interaction in the English reading comprehension class of the fifth semester of the social-science

program of SMAK Santo Stanislaus. However, the writer would like to give some suggestions that might be useful for whom it may concern:

1. The teacher should provide comprehensible verbal input and create modified verbal interaction because those two elements are considered necessary and sufficient for SLA. Therefore, in conducting the teaching-learning process, the teacher should be aware of the input she has provided and how her input has affected the output of the students as well as the kind of interaction she has generated in the classroom. By doing so, the teacher can improve what is to be improved.
2. The teacher should know the students' level of proficiency. This can be done by checking the students' background knowledge. This is important in order to modify the input and make it comprehensible based on their appropriate level of proficiency. In turn, comprehensible input will enhance the classroom interaction. Thus, having the same English teacher from the first to the third year of SMA is another suggestion the writer proposes. On one side, the teacher has

already known the students' level of proficiency and on the other side, the students have already been accustomed to the teacher's ways of explaining the lesson and asking the questions. Hence, the verbal input can be made more comprehensible and in turn, the interaction can be made richer.

3. The teacher should use more simplifications than repetitions in modifying the verbal input given. It has been proved by Amy Tsui Bik-may, Lanawati Widjojo, and by the writer herself that simplifications are more effective than repetitions in providing comprehensible input and enhancing interaction. This can be seen from the fact that simplifications affect the immediate output of the students whereas repetitions do not. The use of translation as a means of modifying verbal input as to make the input comprehensible to the students seems to help the teacher achieve the main objective of teaching English at the SMA (in our case, teaching reading comprehension), i.e. teaching the contents of the reading passage in such a way so as to be comprehended by the students.

However, the teacher should not give too much emphasis on the use of translation (in our case the use of Indonesian) since the more the teacher uses it, the more the students will use it, too. As a result, the students will get a lower acquisition of the target language (in our case English). To replace the use of translation, the teacher may use simplifications, such as simple sentences given in contexts, high frequency vocabulary to help the students grasp the meanings of the difficult words or phrases.

4. The teacher should give more opportunities to the students to initiate the classroom discourse as well as to respond to the teacher's initiation. A stereotype view of the teacher as the main source of input should be abandoned. Instead, the teacher and the students should co-operate well as to obtain the optimal input. Students are given more chances to raise questions, ask for explanation, or interrupt the discourse. By this way, they are encouraged to initiate the discourse. Furthermore, the students' responses should be treated as contributions

to the interaction. In case the students make inappropriate responses, the teacher is supposed to repair them rather than just evaluate them as wrong answers. By doing so, it is expected that the students have more courage to respond to the teacher's questions. 2)

5. The classroom should provide optimal output. This can be achieved if the teacher focuses the verbal input and interaction in the classroom on the message rather than on the linguistic forms. This is important as the interaction outside the classroom focuses mainly on the message and not on the form. 3) Yet, this does not mean that the teacher does not care about the forms at all. The teacher - especially an SMA teacher - should also give a correct model of linguistic form for the students to be learned well though with less emphasis than the message of the linguistic form.

6. The teachers should get more chances to take or follow the upgrading courses or what is

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2 Amy Tsui Bik-may, "Analyzing Input and Interaction in Second Language Classroom," RELIC Journal, June 1985, Vol. 16, No. 1, pp. 25-26.

3 Ibid., pp. 24-25.

so called 'PKG' (=Pemantapan Kerja Guru) in which teachers of the same field study , discuss new methods, materials, books, or lesson plans to be used for improving their teaching.

At the end, the writer hopes that there will be other studies on verbal input and interaction which quantitatively deal with more accurate statistical data - such as finding out how far the comprehensible input and modified verbal interaction affect the students' second language acquisition and so forth - so that what has been found in this study can be generalized to a larger population.

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