

## CHAPTER VI

### CONCLUSSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the finding and discussion as presented in the previous chapter of the research

#### **A. Conclusion**

Concerning with the result of the finding and the discussions of the study, it can be conclude that the classroom interaction that occur during the teaching learning process is generally run well. The teacher employed some ways of communication, such as: two ways of communication and full two ways of communication. Other that the teacher employed nine categories of teacher talks, there are: deals with feeling, praises or encourages, jokes also laughter, uses the ideas of the students, asking questions, gives information, gives directions request and command, criticized students behavior, and criticized students response. While for the learner talk there five aspects are employ in the classroom, they are: students response specific, students response open ended or students initiated, silence, silence – AV, Confusion non work oriented, and Nonverbal. The interaction in the classroom generally run well, it means that both the teacher and learner were cooperative to build the interactive condition in the classroom interaction.

The patterns of classroom interaction that were applied in the study were not only restricted to a one way traffic model of interaction between the

teacher and the students, but also more varied. As shown in the findings there were three patterns of classroom interactions that occurred in the classroom interaction, they are: Interactions among students or student – students interactions that happened during the small group discussion and during in the classroom discussions teachers – whole class interactions that happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students, Interactions among teacher – group discussion that happened during the small group discussion when the teacher clarifies the students’ difficulties with the task given.

## **B. Suggestions**

Based on the findings here the researcher would like to offer the following suggestions:

### **1. For The Teacher**

In English teaching especially in Senior High School level, the teacher should increase their talk it is amount of direct influence or indirect influence, which it is includes acceptance of learners’ feeling, praises and encouragement, and acceptance or uses of the learners’ ideas. This is important because such talk has strong motivational impact on the learners. They need to be encouraged, paid attention to, and tolerated, but also criticized and reminded. In that way, their learning will be more effective. The use of mother tongue as medium of instruction should be gradually reduced. Learners’ exposure to the target language should be primarily attempted by using more English expressions in the teacher’s talk. In that way, not only are the learners

accustomed to hearing spoken English, but they are also given a lot of opportunity to respond to the teacher in English. Besides that as a good facilitator, the teacher also has to be a good model for the students, he/ she should learn more and always enriches his/ her knowledge. Although it is shown that the learners' involvement in the teaching-learning interaction was good, as can be judged from the high percentage of the learner talk response, it can be increased by giving the students more opportunity to initiate talk. The teacher can do that by letting them ask questions or express their own ideas.

## 2. For The Learner

For the learners, they should make themselves get more used to English. They can do it by using English in their daily life. I know it is difficult to do since their environment is not English-speaking environment. But in fact, they do not want to use it because they are afraid to make mistakes. They should know that they can learn from the mistakes they make. And the worst thing is that most Indonesian learners think if they speak English all the time, their friends, who cannot speak English think that they are big-headed. They should erase that from their mind because it is absolutely wrong. The ones, who cannot speak English, should learn from their friends who can speak English well. By hearing their friends speak English, as I said before, they will get used to the English expressions, and they can imitate them. It will make them able to speak in English. If the learners use English every time, they will get used to using it. We know that practice makes perfect.

To close the study, firstly I would like to express wish that the teaching of English at senior high school should be developed to its maximum potential because the earlier it is started, the better result will be. When students have known the foreign language since they are young, they will find little difficulty in their later stages of their education. I believe that the knowledge of English is useful not only for learning the language, but also for learning all other subjects. Secondly, for the readers who want to conduct research like this research, it is hoped not only to use the provided classroom talk methods which are not really suitable to Indonesian culture but also can create and use the new one which more suitable to the Indonesian culture because culture determines the way the teacher and learner talk.