

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

After analyzing teacher-students verbal interaction in a small class size of CT Foundation Senior High School, the conclusions are drawn as the following:

1. The exchange structure of verbal interaction is varied into four types, namely IRF, IRE, IRFRFRF, and IRFRFRE.
2. There are two talk categories frequently used by the teachers in teaching small class of CT foundation, known answer questions, solicitation and two talk categories frequently used by the students, namely information back and counter inquiry. Thus, the verbal interaction between the teachers and students was dominated by the use of questions namely known questions and solicitations to initiate the students' talk and responded by information back and counter inquiry talk categories.
3. The reason for the teacher practiced frequently known questions and solicitations to initiate the students' talk is the target of teaching English while the reasons for dominant used of information back and counter inquiry are affected by the school regulation and their closeness with their teachers.

## 5.2 Suggestions

In accordance to the results of the study, the followings are suggested for further study:

1. The numbers of participants in this study are too small as there are only one class students in this classroom and 2 teachers so it may be more valid if there are larger numbers of participants of other schools that implements classroom size.
2. In order to have the whole picture about the interaction patterns between teachers and students in a lesson, apart from analyzing the whole class interactions, the student-student interactions and teacher-student interactions during group, work pair or work individual tasks should also be analyzed.
3. Since both the teacher and students benefitted by learning practice in small classroom size, the small class size should be the best choice of school management for formal education in the entire of Deli Serdang Regency.



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