

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Study attempts to investigate examines interaction pattern of teacher and student in speaking classroom. Conclusion was taken from the analysis, which is based on the problem of study.

Firstly, result indicated that each interaction pattern in the speaking class consists of teacher speaking to the whole class, teacher speaking to an individual, teacher speaking to group of students, student speaking to teacher, student speaking to student, student speaking to group members, and student speaking to the whole class. This is considered suitable with Malamah-Thomas' theory (1987).

Secondly, the result also denoted that there are three types of pattern found in the speaking class; 1) complete pattern , 2) semi complete pattern , 3) and incomplete pattern. The prominent pattern found in the classroom is complete pattern (IRF), which comprises initials, responses and feedbacks each.

In shorts, the dominant pattern which is ideal in the speaking class has been identified in the classroom. However it was dominated by the teacher speech, therefore the ideal pattern in this investigation was not good enough to give the students the opportunity to evolve their potentials, spesifically in speking English.

## B. Suggestion

From the conclusions above, several suggestions are presented here.

1. The teacher should consider whether the interaction in speaking class is appropriate or not, if it is not appropriate then the teacher had better improve classroom interaction so as to make students speak.
2. In case some elements of teaching are well conducted by the teacher, the teacher should make good and alter it so as to be more precise. The purpose is that the learning process conducted by the teacher in the classroom could run actively and effectively.
3. Students also expected to be more active in the process of learning, such as asking the teacher, presenting comments, advices, and even being self-motivated to contribute new ideas. In a sense that there will be more feedbacks given by the teacher toward responses presented by students in turn.