

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and gives several suggestions drawn from the analysis of the findings and the discussions.

5.1 Conclusion

Based on the data analysis on the interaction patterns of year eight students' English learning at SMP Negeri 27 Medan, the following conclusions can be drawn:

There were four identified interaction patterns in the classroom: teacher-students, teacher-student/a group of students, student-student, and students-students. The teacher applied the teacher-students interaction pattern by delivering material to all students simultaneously. With this pattern, all students received the same information or knowledge regarding the material being taught. The teacher interacted with all students through material delivery, giving instructions, asking questions, and other aspects. In addition, the teacher applied the teacher-student/a group of students interaction pattern by giving special attention to an individual student or a group of students through interactions such as asking questions, requesting opinions, providing individual or group feedback, and other aspects, with the aim of assessing students' or a group of students' understanding of the material taught. Furthermore, the teacher applied the student-student interaction pattern by organizing paired activities to practice students' speaking skills. In this pattern, students worked in pairs to describe their

partners in front of the class, while the teacher acted as a facilitator, providing guidance and ensuring that the interaction ran smoothly. Finally, the teacher applied the students-students interaction pattern to train students' collaboration skills in groups. In this pattern, a group of students worked together to complete a task and present it in front of the class, while the teacher acted as a mentor, providing guidance and ensuring that the group task was completed effectively.

Therefore, the teacher can adjust the interaction patterns that need to be applied in the classroom according to the needs of the students and the learning objectives. By understanding how these patterns work, it enables the teacher to create a flexible, interactive, and student-centered learning environment that can enhance student engagement and the overall effectiveness of the learning process.

5.2 Suggestions

Based on the findings from the analysis of eighth grade in SMP Negeri 27 Medan of patterns of classroom interaction, the suggestions for this research can be conveyed as follows:

1. Students

Students are encouraged to actively engage in various interaction patterns, especially in student-student and students-students activities, which promote collaborative learning and help build communication skills. They should take advantage of paired and group tasks to practice speaking, share ideas, and solve problems together, as these activities not

only enhance their academic performance but also contribute to their social skills.

2. Teachers

Teachers should continue utilizing varied interaction patterns in their lessons to maintain student engagement and promote active learning. While the teacher-student pattern remains essential for introducing new concepts, it is recommended that teachers incorporate more student-centered interaction patterns, such as student-student and students-students, to encourage peer collaboration, critical thinking, and communication. Teachers should also monitor and guide group discussions to ensure active participation and mutual learning among students. Moreover, teachers can further enhance the use of small group interactions (teacher-student/a group of students) by providing more opportunities for individualized feedback, especially for students who need additional support or guidance

3. For Further Research

Future research could explore the impact of different interaction patterns on student achievement in different subject areas. It would also be beneficial to investigate the role of cultural factors in shaping the effectiveness of various interaction patterns, particularly in diverse classroom settings. Additionally, researchers could examine the long-term effects of these interaction patterns on students' language

proficiency and collaborative skills, as well as how these skills transfer to other academic disciplines or real-life situations.

4. For the Education Department

The Education Department could consider providing professional development opportunities for teachers to enhance their understanding and application of varied interaction patterns in the classroom. Workshops or training programs focused on active learning strategies and peer collaboration would be beneficial in supporting teachers to integrate these methods effectively. Furthermore, the Department could encourage the development of teaching materials that facilitate interactive learning and collaborative activities, particularly in classrooms where English learning is a primary focus.