

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

This study aims to determine what patterns of Teacher-Students interaction patterns that occurred in English speaking classroom and also how are the patterns realized.

1. Several interaction patterns occurred during the teaching and learning process. The most common patterns were Choral Responses, Teacher Talk, and Closed-ended Teacher Questioning, showing that classroom engagement was primarily teacher-centered.
2. These interaction patterns were implemented across six teacher functions, such as instructor, manager, activator, provider of feedback, model, and motivator. Activator becomes the most prevalent teacher functions that realized in the classroom.

5.2 Suggestions

From the conclusion above, several suggestions are presented here:

1. Teachers are suggested to develop more possibilities for students to actively take part. Making classroom interaction more diverse and relevant can be achieved by motivating students to share their thoughts, pose questions and engage with their peers.
2. Students are suggested to be more involved in the teaching and learning process. They should take the opportunities to ask questions, provide ideas

and have conversations. Active engagement in classroom interaction can allow students to improve their grasp of the course and to develop their communication skills more effectively.

3. Future Researchers are encouraged to explore similar studies using other theories such as Hellermann (2008) or Seedhouse (2004) about Conversation Analysis, and Richards (2006) about CLT to gain a broader understanding of classroom interaction.
4. The Ministry of Education it is suggested to encourage the implementation to be more interactive and student-centered learning activities in English classrooms by providing training for the teachers to develop classroom interaction that promote students' active participation and the use of target language.