CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

After analyzing the data of teacher and students talk percentage, characteristics of teacher and also the roles of teacher, conclusion was drawn on the following.

1) Teacher or students one of them must be dominant in talking in the classroom interaction. Teacher has seven categories in talk. There are accepts feelings, praises or encourages, accepts and uses ideas of students, lecturing giving directions and criticizing or justifying authority. The data showed that teacher spent 71,90% for all categories. Furthermore, students have two categories, there are students talk response and student talk response by 28,09 %. The percentage shows that teacher was dominant in talking than students at SMP Negeri 1 Berastagi. In other word that teacher still had too high percentage in talk and students had a passive contribution in the classroom.

2) The most utterances that teacher said In the classroom interaction showing his characteristics. There were four characteristic of teacher in the classroom interaction such as; teacher support, student

52

participation, content cross, and teacher control. The two highest dominant characteristics in the classroom interaction at SMP Negeri 1 Berastagi were teacher control and following by content cross. Teacher control means the activities controlled by teacher in the ways of giving direction and commands, meanwhile content cross has the meaning the activities that conducted by teacher dependence by questioning and lecturing.

3) Teacher may hold some roles in the classroom interaction. The roles of the teacher in the classroom interaction at SMP Negeri 1 Berastagi were teacher as controller and teacher as resource.It was shown from the data teacher roles in the classroom. Teacher as controller because of command and direction were mostly occurring. Meanwhile, lecturing and questioning define the role of teacher as resource who becomes the source of students' knowledge.

B.   Suggestion

In relation to the conclusions, suggestions are staged as follows:

1) The English teacher can improve their teaching ways, especially to the talk time percentage, by too much talking the students have a little chance to practice their language, whereas language lesson is needed not just learnt theoretically but more practically. The various of teacher characteristics and the roles of teacher are expected able to motivate

students to learn better and avoid boring impression in the classroom interaction, so that the learning process will be better.

2) The students improve their contribution in the classroom interaction. Students need to have a good participation by communicate actively in the classroom interaction, particularly in learning language. It means that they have a high talk percentage, so that teaching learning language process is going well.

3) The readers who are interesting in doing related study, know the good interaction and also the balance teacher and students interaction. In addition this study expected help and give the more information about classroom Interaction.