

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the results of the study, the researcher concludes that :

1. All of the types of interaction based on Flanders Interaction Analysis Category System (FIACS), namely accepting feeling, praising and encouraging, accepting students' ideas, asking question, lecturing, giving direction, criticizing, students talk response, student talk initiation, and silence and confusion appeared during teaching-learning process in SMP N 2 Babalan. By persentation 0.41% for accepting feeling, 9.97 % for praising and encouraging, 0.22 for accepting students' ideas, 26.26% for asking question, 4.70 % for lecturing, 13.25% for giving direction, 2.21% for criticizing, 39.35% for students talk response, 1.10% student talk initiation and 1.93 for silence and confusion.
2. The interaction between teacher and students in English classes are not ideal beacause the teacher was dominant than students in teaching-learning process in. The teacher almost spent 60% of interaction in the classroom while students only spent 38% of interaction.
3. The most dominant characteristic of interaction in SMP N 2 Babalan was Content Cross by 55.13 %. It indicates that most of the teaching-learning time was the teacher talk on giving questions and giving the

material. The teacher emphasized on the subject matters, the teacher also gave facts or opinion about material or procedure with her own ideas.

B. Suggestions

1. The lowest percentage of teacher talk was accepting students' ideas and the highest was asking question. The lowest percentage of student talk was student talk initiation and the highest was student talk response. From the result above the teacher only initiated the conversation with a question, and asked a student to answer the question. It is better if the teacher ask the students to extend their point of view about the topic and give positive reinforcement by praising the students when they give their opinions or ideas in order to make the students more active in the class.
2. The percentages of students talk and teacher talk above show that the teacher is still more dominant than the students. The dominance of teacher talk in teaching-learning process seems to be irrelevant in foreign language teaching that should be focused on student talk, which will make the students active the teacher should decrease their talking time by providing more opportunities to the students to speak in the class.
3. The most dominant characteristic of interaction in SMP N 2 Babalan was Content Cross by 55.13 %. It indicates that most of the teaching-learning time was the teacher talk on giving questions and giving the material. It is better if the teacher not only spend the teaching-learning time by

explaining the material or asking question to the students about the material, but also can organize some activities for the students to make the classroom interaction more effective. For example; teacher asks the students make a group and give one topic of the material to discuss. After having discussion, each group presents their discussion result in front of the class and ask the other group to respond. It will make the students more active in the class.

