

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After the data have been analyzed, the researcher concludes that:

1. All the types of student talk based on Flanders Interaction Analysis Category (FIAC), namely student talk-response and student talk-initiation occurred in teaching-learning process at SMA Negeri 2 Binjai. By the percentages of student talk in the first meeting were: 11,63% for student talk-response and 9,42% for student talk-initiation. Then, The percentages of student talk in the second meeting were: 11,35% for student talk-response and 4,04% for student talk-initiation.
2. The type of student talk dominantly used by the students is student talk-response by 22,98%.
3. Student talk-response as the dominant type of student talk because the students think that the answer or response to the teacher's question is the obligation of the students and it shows that the students are respect to the teacher. Then, the students who respond to the teacher will make the students build up their confidence to speak in the class. In addition, when the students respond to the teacher, the students will make teaching and learning process more active in the class. Furthermore, the students hope that they can speak English well by responding to the teacher and build up their ability in speaking English.

## B. Suggestions

Related to the findings, there are suggestions as follows:

1. The interaction between teacher and students will make teaching and learning process in the classroom more active, but if the teacher is too dominant the students will be passive to talk in the classroom. The percentage of student talk shows that the students are still passive to talk in the class. By knowing that percentage, the teacher must know that when the teacher is too dominant to talk in the class, the teacher just gives little opportunities for the students to talk in the classroom. So, the teacher must realize that the teachers must decrease their talking time and increase the students talking time to make the students become active in the classroom.
2. The students just speak if the teacher gives the question for the students or in other words the student just respond and they seldom initiate or speak in the class if the teacher does not give the instruction for the students to speak. So, the students ought to be more active and confident to speak in the class based on their initiation to give their opinions about the topic.
3. The readers who are interested in conducting related study, on this study is expected to help and to give more information about classroom interaction.