

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 SMA N 1 Salak. By persentation 2,05% for accepting feeling, 5,88% for praising and encouraging, 5,29 for accepting students' ideas, 11,17% for asking question, 11,76% for lecturing, 8,52% for giving direction, 14,41% for criticizing, 32,35% for students talk response, 6,17% student talk initiation and 2,35% for silence and confusion.

2. The interaction between teacher and students in English classes are not ideal because the teacher was dominant than students in teaching- learning process in. The teacher almost spent 60,3% of interaction in the classroom while students only spent 38,52% of interaction.

B. Suggestions

1. The highest category which occurred was student talk response. Means that 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 share their point of view about the topic in order to make the students speak in the class to improve their speaking ability and to improve their confidence to speak in front of people
2. The interaction between teacher and students will make the teaching-learning process in classroom more active, but if the teacher is too dominant the students will be passive to talk in the classroom. 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.