

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter is about the conclusion from the discussion and analysis in the previous chapter. It is completed by the implication of this research and the recommendation.

A. Conclusions

From the discussion about the result of the research, some points about the meaning of classroom interaction can be concluded. They are as follows.

Both the teachers and the students were aware and understood that interaction was important in English learning. They also understood that to be able to interact well, they needed to practice. But, the understanding was not supported by what they did in classroom. The teachers did not give much interactive activity in class. It seemed that the teachers did not believe in the students' competence. There was not much chance for the students to interact either to the teachers or to the other students. The students were not active in practicing their English by asking questions or expressing their idea or opinion.

The classroom condition did not make the students feel comfortable to interact in English. Feeling lack of vocabulary, afraid of making mistake, having no self confidence, and feeling ashamed were the students' barrier.

The interaction between the teachers and the students was limited / was based on the activities in the textbook. Reciprocal interaction in the use of English in communication did not happen. However, the use of media, like computer

programs and various textbooks, increased the students' motivation to participate in the class activity. The media and the activities gave the students reasons to interact.

English was rarely used for communication in the classroom. The teacher and the students never spoke English. The teachers explained the material, gave instructions, and asked questions mostly in Indonesian. If the teachers used English expression, they followed it with the Indonesian translation. In the teachers' opinion, if they used English all the time without translation, the students would know nothing. The communication among the students was also in Indonesian. The use of English by the students was very limited when they practiced the lesson or dialogue asked by the teacher.

In making the students more active in class activity, the teachers pointed to or called certain student(s). Time for voluntary students to participate in class activity was also given. But, it was only certain student(s) who participated in class.

The teacher interacted with the whole class by accepting feeling, praising or encouraging, accepting or using ideas of the students, asking questions, lecturing, and giving directions. The teacher accepted the students' feeling when they expressed greeting in the beginning and the closing of the class. The teacher accepted or used the students' ideas when they invited the students to participate in class discussion. Lecturing was happened when the teacher presented or explained the material, discussed a dialogue or a picture. When the students did or talked something unrelated to the topic discussed, the teacher reminded them.

Students' gestures were also found as their responses to the teachers' act or talk.

The teacher interacted with individual student by accepting feeling, praising or encouraging, accepting or using ideas of the student, asking questions, lecturing, and giving directions, reminding noisy student, and helping the student's work. The teacher accepted the students' feeling when s/he greeted the students and checked their attendance. The teacher accepted or used the students' ideas when s/he accepted the ideas or answers in class discussion.

The student interacted with the teacher by giving response to the teacher's questions and giving initiation. The students' silence was often happened when they were asked by the teacher. The students did not directly answer or respond to the teacher's questions. The students' responses were in the form of responding to the teacher's greeting, answering the teacher's questions, and responding to the teacher's directions. The students' initiation was asking questions about unclear writing, instruction of an activity, or difficult words or expressions.

The interaction among the students happened most of the time. But, mostly it was not about the English lesson. In relation to the English lesson, the students interacted with their friends by talking about the activity asked by the teacher, discussing the teacher's questions, and asking about difficult words or expressions. Students' act was also found as their responses to the teacher's act or talk.

The conclusion looks common knowledge. Most teachers may know this already, but maybe only some of them realize these in their forethought. These aspects, i.e. the teacher- student and student-student interactions, need to be

considered before teaching as a part of the lesson planning process.

B. Suggestions

Based on the findings and the conclusion above, there are some suggestions for relevant parties to increase the quality of the English classroom interaction. They are as follows:

1. More communicative classroom activities are needed to be given to the students. The activities should give more chance for the students to interact either to the teacher or to the other students. It helps to increase the students' confidence to interact in English. Activities like role plays, information gaps, small group, or pair work can be included. These activities also maximize the opportunities to practice as more learners speak for more of the time. These activities provide the students with a reason to speak and listen.
2. Various English textbook are needed. Students can enrich their knowledge by studying from various textbook.
3. The teachers and the students, in together, create a classroom situation that makes the students feel comfortable to initiate an interaction using English.

The teachers need to be more frequent using English in class. The use of direct translation can be reduced.

The teachers' encouragement to the students' progress is needed to be improved.

The encouragement can motivate the students to be more active in learning.

Giving lots of praise and giving feedback on task achievement raise the students' confidence.