# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

Based on what had discussed in the previous chapters, in this part conclusions of the research here drawn to answer the research questions and things related to them. Some suggestions related to the research were also presented for language learning.

## A.    Conclusions

This research was trying to find out categories of teacher  and student talk are used during interaction in the teaching-learning activity, to find out the dominant categories of teacher-students talk and to find out the factors affecting interaction teaching and learning process  as the way it is  at the tenth grade students of SMA NEGERI 2 KABANJAHE. After discussing the findings in the Chapter 4, the conclusions of the research can be drawn from the analysis of the used instrument in this research.

1. Based on three times observation that has been conducted at the tenth grade of SMA Negeri 2 Kabanjahe, it was found that all categories both in teacher talk and student talk as mentioned in FLINT system (Moskowitz, 1971 as cited in Brown, 2001, p.170) had been applied by the subjects.

2. The percentage of categories of teacher-students interaction in classroom interaction at the tenth grade students of SMA NEGERI 2 KABANJAHE consists of teacher talk and students talk. In meeting 1, the teacher talk was 62.28%, Students talk was 31.70%, and silent and confusion was 6.01%. In meeting 2, the teacher talk was 62.19%, students talk was 34.63%, and silent and confusion was

6.01%. In meeting 3, the teacher talk was 61.33%, students talk was 34.63%, and silent and confusion was 3.88%. In each meeting, asking question was the most patterns occurred and dealing with feeling was the least pattern occurred. Also, the teacher talk in meeting by meeting was increased whereas the students talk by meeting in meeting was increased.

3. The factors affecting interaction during in the teaching and learning process in the classroom were students didn't interest with English and they were not confident to speak in English.

**B.    Suggestions**

Based on the conclusions, there are some suggestions that presented as follows:

1. For the teacher

In order to make students enjoy in following the teaching learning process in speaking class, the teacher must be more creative to make students more be active to speak English. So the teacher should be creative to give some interesting topics for student's discussed. In speaking class, the English teacher is suggested to explain how to speak well. It is interesting and suitable in teaching learning process and it had been proved the strategy can help students improve their speaking ability. English teachers are suggested to give more chance to practice speaking. Further, English teachers have to find the weaknesses of students in speaking. Teacher must give the correction when the students speak. The students will learn from their mistakes and do not make the same mistakes in the future.

2. For the students

The students are suggested to practice their speaking and to speak with the other students. So they can train themselves and improve their ability in expressing their ideas logically and orderly in communication. Next, the must proofread their speaking composition each other to give correction their pronunciation. Thus they will have better speaking skill. Besides, the students need to improve their speaking understanding, especially in habitual communication to develop their speaking ability.

3. For the other researcher

This research has several difficulties in conducting the research, including in data coding processes, collecting the theories, and describing findings and discussion. Therefore, it is suggested for the further study to prepare the research well. Classroom interaction has several scopes that are worth to be researched, so it is beneficial to conduct the similar study with different frameworks such as teachers questioning strategies to give more significant contributions in the teaching and learning process.