

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion.

The findings of the study lead to the following conclusion:

1. The categories of teacher roles in English classroom interaction at SMP Muhammadiyah 1 Medan were applied. The eight roles are controller, organizer, assessor, prompter, participant, resource, tutor, and observer occurred in SMP Muhammadiyah 1 Medan. It proved by the three teacher maximally applied teacher's role as controller, organizer, prompter, participant, resource, tutor and observer while one of them failed do teacher's role as assessor.
2. The three teachers applied the teacher's role in good way. They applied the role of teacher appropriate if depend on what students need. They were good in applied the teacher's role maximally as controller, organizer, prompter, participant, resource, tutor and observer. In addition, the interaction between teacher and students in English classroom are interesting teaching and learning process in the third class. It meant that the classes ideal because the teacher and students interacted with good interaction. It was occurred the interaction between teacher and class, teacher and individual students, and students and other students.

**B. Suggestions.**

Based on the data findings and what this research intended to, it was suggested that:

1. The third teacher should maximally do the teacher's role as assessor because it is important to make the students achieved their success in learning process through give the feedback and evaluation. The role of teacher is important to give influence on the quality of students in educational program.
2. The teacher should know what roles used for helping the students to solve their difficulties and how to cope students' problems. In addition, the teacher should provide more opportunities for students to speak in the class in order to increase students' participation.