

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

This research used a qualitative descriptive method to determine the Classroom Interaction in Blended Learning at Grade IX of SMP Muhammadiyah 1 Medan. Moreover, after conducting the research, the researcher would like to conclude some points to answer the study's problems. They are as follows:

1. In order to answer the first problem, the researcher concluded that there were nine categories of classroom interaction based on Initiation-Response-Feedback (IRF) Patterns three categories of Initiation, Elicitation, Directive, and Informative. Then, three categories of Response, Reply, React, and Acknowledge. Meanwhile, three categories of Feedback, Accept, Evaluate, and Comment. It was found that evaluation was dominant, there were 55 times (19.57%), reply 51 times (18.14%), directive 38 times (13.52%) and also comment was recessive, there were 11 times (3.91%), acknowledge 14 times (4.98%) and informative 11 times (3.91%). The total of utterances produced by the teacher were 75 initiations, 100 responses, and 96 feedback.
2. In order to answer the second problem, the researcher concluded that the students were more active in teaching learning process. It can be seen from the chart of the classroom interaction. The ratio of the Initiation showed 26.68 %, smaller than the ratio of Response, that showed 35.57%. It means that students respond more than teachers give questions and praise or encourage in the blended learning process. This happens because the number of student talks is more than the teacher's talk. The teacher also keeps trying to make students more active in

class by asking questions to students and also wants to know students' understanding of the material when the teacher gives lectures. Although these characteristics indicate that students are the most dominant, teachers also continue to participate in the blended learning process.

B. The Suggestions

From the research result that have been concluded by the researcher, the researcher would like to suggest some points:

1. Classroom contact, particularly classroom interaction, should be better understood by teachers since it might inspire students to be more involved in the teaching-learning process. Moreover, to improve the standard of effective English learning. Students' abilities can be enhanced by having the opportunity to discuss and expand their ideas while studying, especially in an online class. Other researchers are urged to conduct more research on English Classroom Interaction, particularly in initiation, response, and feedback, which will be highly useful as a resource for English teachers.
2. If other researchers desired to undertake the same study, they should have carefully assessed the institution's ability to serve researchers undertaking research in that area. They must also obtain the agreement of the research subjects to help them. Furthermore, they must choose the best time to gather data.