CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research of an analysis of EFL classroom interaction by using Flanders Interaction Analysis Category System (FIASC) Technique for grade 8th at SMP Negeri 3 Percut Sei Tuan, it can be concluded:

1. The most dominant category in EFL classroom interaction is category 8 (Student talk response) which was used 53 times with a percentage of 34.64%. Students are active in responding to the teacher and the teacher is also active in providing stimulation to students. It makes the teaching and learning process more effective.

2. This EFL classroom interaction, teachers and students used all categories in the Flanders Interaction Analysis Category System (FIASC). It has category 1 (Accept Feeling), category 2 (Praises or Encourages), category 3 (Accepts or Uses Ideas of Students), category 4 (Ask Questions), category 5 (Lecturing), category 6 (Giving Direction), category 7 (Criticizing or Justifying Authority), category 8 (Student Talk Response) and category 9 (Student Talk Initiation) and category 10 silences or confuse, which were used 153 times. Teacher talk was used 79 times, student talk was used 61 times and silences or confuse was used 13 times.

5.2 Suggestion

Based on the finding and conclusions, there are some suggestions as follow:

1. For the teacher, teachers should be able to stimulate students so that students can strengthen their initiation, such as expressing opinions, giving ideas or suggestions. this couldn't be separated from how teachers can stimulate students to be able to dare to initiate giving their opinions or ideas.

2. For the students, students should be more courageous in giving suggestions, ideas or opinions when the teaching and learning process is occur.

3. For the future researcher, conduct research with a larger number of classes and manage time better. This is so that the research can be carried out more systematically and researchers can compare more classes.