

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, findings, and discussion that has been discussed previously, this chapter discussed the conclusion of this study and the suggestions to teachers, students, and other researcher.

1. This study found out that both the teacher and the students used all of the categories of classroom interaction, namely: Accepting Feelings, Praise and Encouragement, Accept or Uses Ideas of Students, Asking Questions Lecturing, Giving Direction, Criticizing or Justifying, Student Talk Response, Student Talk Initiation, and Silence or Confusion. The teacher was dominant in the classroom with a total of 64.97% and the Student Talk with a total of 35.03%. The most frequent type of teacher's talk used was Asking Question 21.66%, and the most frequent type of student's talk was Student Talk Response 20.38%.
2. This study has discovered that there were eight reasons of teacher used teacher's talk in classroom, namely: To control/discipline, To give feedback, To praise, To ask for information, To give information, To check or test student understanding, To provide example of target language, and To maintain a good atmosphere.

B. Suggestion

This part presented suggestion for the teacher, students, and other researcher.

1. For teachers, after finding out the results that showed the teacher was dominant in the classroom, because of the types used and the amount of utterances the teacher spent during classroom interaction that making an outcome the student less dominant, this study suggest the teacher to use the type of teachers talk such as Accepting Feeling, Praise or Encouragement, Accept or Uses Ideas of Student and Asking Questions more often and apply techniques or strategies in teaching and learning process. So the classroom interaction will be less monotone and invite student's participation.
2. The students should realize that they should give their response and initiation in classroom. They should know that interaction in classroom happens between the teacher and the student as the appropriate interaction. So, whenever the teacher asks or interacts with them, the student should respond it.
3. For other researcher, this study suggested to do further research on how to increase appropriate classroom interaction. The teacher would still dominate in classroom, but the student's talk should also have to be on a high percentage. Also this study suggest to do a research on two or more meeting in order to get the data from the observation. The example of the title for further research is, "Using Problem Based Learning to Increase Student Talk in Classroom Interaction Based on FIACS".