

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the reseah thatt has been analyzed, the reseacher would like to conclude that :

1. Based on the research, it can be summarized that teacher talk by female and male appeared in English Classroom interaction at SMPN 17 Medan are in accordance with FLINT categorization. Teacher talk both of them mostly used appeared in asking questions category , Female teacher talk were not found in Jokes, Uses ideas of students, and Asks question category in teaching learning process. Meanwhile male teacher used all type categories of direct and indirect influence. By implementing teacher talk, classroom interactions become more interesting, because teachers encourage students to participate, thereby facilitating a smoother teaching and learning process.
2. The teacher reasons were in accordance with the guidance of the theory. There are 11 reasons adjusted for each female and male teacher talk category based on FLINT system namely, (1) addressing students' feelings, (2) offering praise or encouragement, (3) using humor, (4) incorporating students' ideas, (5) repeating student responses verbatim, and (6) asking questions. The direct influence categories include: (7) providing information, (8) correcting without rejection, (9) giving directions, (10) criticizing student behavior, and (11) criticizing student responses. by realizing Female and Male teacher talk , the Interaction between female and

male teachers in the classroom They have different teaching methods that adapt to their style and the conditions of the students in the class so that the teaching and learning process became in an orderly and conducive manner.

B. Suggestions

Related to conclusion above, the researcher will provide suggestions as follows :

1. For English Teacher, must extra working to research and development of teaching materials to improve active, creative and innovative teaching and learning processes so that there are no passive students when the teacher asks questions or gives direction
2. For Researcher, could delve into comparing male and female teachers' use of specific FLINT categories, such as asking questions, giving directions, or providing feedback. Understanding the differences in how female and male employs these categories could offer insights into how gender influences teaching styles and classroom dynamics.

Finally, the researcher hopes that this study gives the practical contribution to the understanding of interaction pattern in classroom particularly in English learning. Furthermore, it gives benefits to female and male teacher, students as the reader of this research.