

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the final conclusion of the research. The writer presents the conclusion in a brief description in order to make the result easy to understand by the readers.

5.1 Conclusion

It was not surprisingly that the teacher's talk dominated most of the classroom interaction. She always made the classroom interaction in teaching-learning of speaking more active by her questions, explanations and directions. On the other hand, the students' talk also took a high part in the classroom interaction when their teacher's talk. The teacher often stimulates her students by asking questions and giving directions. When the students could answer her question, she even gives them praises or encourages. The praises or encourages would give the students a high motivation to learn English.

As my research finding has shown, the teacher talk time was higher than students talk time. The teacher's talk takes 58% in classroom interaction, while the students' talk takes 41%. Then the percentage of silence or confusion is 1%. The dispute between teacher talk time and students talk time is not too much. The teacher's talk mostly used are asking questions (category 4), lecturing (category 5), and giving directions (category 6). The students' talk also takes a high part in student talk response (category 8) and student talk initiation (category 9).

The result of the research was not so surprisingly that the classroom interaction in teaching-learning process of speaking was dominated by the teacher. The interaction that occurs in teaching-learning process of speaking was structured by both of the teacher and the students. When the teacher could create the interaction, the student also active to speak up in the speaking class.

5.2 Suggestion

After the writer analyzing the data and making conclusion, the writer has some suggestion for both the teacher and the students in order to make a good interaction in teaching-learning process of speaking. Those suggestions could be describes as follows:

1. To the Teacher

- a. The teacher should create a good condition in the classroom activity. She should apply an interesting technique and method to make student more active in teaching-learning process of speaking such as games, debate, drama, etc.
- b. The teacher should organize the material as well as possible. She may use the material from many sources such as: handout, student work sheet, internet, or You Tube that related to the topic.

2. To the Students

- a. The students should be more active to improve their speaking in the classroom interaction. They have to make their own strategies to practice their English skill inside or outside the classroom.
- b. The students should find the best way to learn English easily. They can source the material from the video, conversation, or from their work sheet. The students also should increase their motivation to study English. Study hard, learn, use and practice the language.