

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

Based on the finding and discussions in the preceding chapters, the writer concludes the result of this study and provides some suggestions related to this writing in this chapter.

#### **5.1 Conclusion**

The interaction between teacher and students or the vice versa and the interaction among students themselves are very important. However, sometimes teacher and students get difficulties in implementing the principle of classroom interaction. This must be realized in order to search for and apply the interaction principles in teaching learning process. By this way the aim of teaching and learning can be effectively achieved.

Based on the observation in the fifth grade of SD GMIT Oesapa in academic year 2023/2024 the result of data analysis shows that interaction between English teacher and students is still imbalanced. Teacher speaks to whole class with scale is Yes; teacher speaks to an individual student with scale is yes; teacher speaks to a group of students with scale is yes; student speaks to teacher with scale is yes; student speaks to students with scale is yes; student speaks to a group of members with scale is yes; student speaks to the whole class with yes. It can concluded that teacher speaks to whole class is more dominant rather than students to teacher.

In creating the classroom interaction, there are five roles used by the English teacher in teaching English subject. There are the teacher as a

controller, the teacher as organizer, the teacher as a director, the teacher as a facilitator, and the teacher as a resource. When she took the controls roles she always controls the students' activity that happened in the class. It happens when the teacher giving exercise and tell students thing in working exercise, so, the students seems to take seriously to do exercise. Next when she takes the organizer roles, she performed in organizing the students to do various activities. It shows that the teacher always to explain the way how to do the task, but the teacher sometimes putting students into pairs or group. When the students are naughty and make some noise in teaching, the teacher takes the director roles. It seems the teacher always gives students motivation to be more active in learning process. Then when the teacher takes as facilitator, it takes the role as facilitating the process of learning in making learning easier. It shows the teacher sometimes explain the material with media. Furthermore, when the teacher takes the roles as resource, it seems when the students confuse to answer questions, the teacher directly help the students. And also teacher always gives the keywords for students to answer the question.

## **5.2 Suggestion**

### **a. For English Teacher**

1. The teacher not only spends the teaching-learning time by explaining the material. Teacher can organize some activities for the students to make the classroom interaction more effective.

2. The teacher should create positive atmosphere in the classroom, so the students will more enjoy to taking part in the teaching-learning activities.

**b. For Other Researcher**

This research is a preliminary research of classroom interaction study. It is focused on the types and the roles of teacher in classroom interaction in English language teaching. So, the other researchers could carry out a research and development in order to increase the effectiveness of classroom interaction in ELT. The results of this research can be a basic result to develop the other new researches.