

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the research finding, the conclusion can accordingly be stated as follow:

1. There is a relative difference in terms of pattern of interactions and kinds of interactional contribution categories occurred during the meetings by using three different newspaper topics; economy topic, entertainment topic and political topic which enrich teaching and learning process in the classroom. At the meeting by using entertainment topic which dominated the whole categories of pattern of interaction had influenced the students to speak a lot. At the meeting by using economy topic dominated only interaction of T-S (teacher-student), and at the meeting by using political topic dominated only interaction of T-S-S (teacher-student-student). The differences in pattern of interaction and kinds of interactional contribution categories which occurred by using three different newspaper topics provided good stimulus for students to practice their English in the classroom

2. Within interaction, there is a relative difference in terms of kinds of interactional contribution categories occurred during the meetings by using three different newspaper topics that were used by student to deliver his/her message to their friends or the teacher. Economy topic dominated kinds of interactional contribution categories of seeking suggestions (SS), agreeing (A) and disagreeing (D), entertainment topic only dominated kinds of interactional contribution categories of miscellaneous (M), and political topic dominated kinds of interactional contribution categories of suggesting (S), Seeking Clarification (SC) and Clarifying Request (C). Entertainment topic and political topic have same occurrence kinds of interactional contribution categories of interrupting (I). The interactional contribution categories happened indicated the awareness of students to solve the communication breakdown happen during interaction.
3. The indications of students to solve the communication break down are figured in their interaction with the teacher and the students in terms of the kinds of interactional contribution categories.

B. Suggestions

Based on the conclusion cited above, some suggestions are recommended as follow:

1. For Teaching

- The teacher should provide different newspaper topics language learning in teaching speaking in the classroom as supplementary material. The high

interest of students will motivate them to join every single activities instructed by teacher so that they can improve their capability of speaking English language through discussion, retelling and role play provided in different newspaper topic language learning. By using entertainment newspaper article topic the students will be motivated to learn and to practice their English because they are interested with the material discussed and they also have enough background knowledge about it.

- Different newspaper topics chosen become the prime determinant to the successful of different newspaper topic language teaching. The newspaper article that is too long and inappropriate with the students' language level will make students bored and silence so that the teacher should be able to adjust carefully the length of the material to be used and the teacher should be able to adjust the kind of material with the students' level of knowledge.

2. For Further Researcher

It is advisable that this research is replicated by further researcher in the regular classroom. The next researcher should apply another more interesting newspaper article for each topic which can stimulate students to interact and practice their language in the classroom and make the discussion more interesting. He/she also should search for other interactional contribution categories which are used by students while having conversation with teacher or friends since the interactional contribution categories that were searched in this research are very limited.