

V. CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion of the research. In line with the result of the research, the conclusion and the suggestion are formulated like the followings.

5.1 Conclusion

In line with the research discussion, the conclusion can be drawn as follows:

1. The patterns of teacher talk of class XI IPA 4 and class XI IPS 2 consisted of two patterns they were T-S and T-Ss. These two patterns had more specific pair categories based on FIAC. T-S in class XI IPA 4 consisted of six pair categories in form of asking question-student's response, praising or encouraging-student's response, praising or encouraging-student's initiation, giving direction-student's initiation, criticizing or justifying authority-student's response and accepting or using idea of student-student's response. Meanwhile T-Ss pattern in class XI IPA 4 also had six pair categories consisted of asking question-students' response, asking question-silence or confusion, praising or encouraging-silence or confusion, lecturing-student's response, accepting or using idea of student-silence or confusion and praising or encouraging-students' response.

In other hand T-S pattern that occurred in class XI IPS 2 had five pair categories. They were giving direction-student's initiation, praising or encouraging-student's initiation, accepting or using idea of student-student's initiation, asking question-student's response and accepting or using idea of student-student's response. Meanwhile T-SS pattern also had eight pair categories consisted of asking question- student's response, criticizing or justifying authority-student's initiation, giving direction-student's response, giving direction-silence or confusion, accepting or using idea of student-student's response, praising or encouraging-student's response, lecturing-student's initiation, accepting or using idea of student-silence or confusion and accepting feeling-student's response.

2. Patterns of student talk in class XI IPA 4 and class XI IPS 2 consisted of four patterns. They were S-Ss, S-S, S-T and Ss-T patterns. S-Ss pattern in class XI IPA 4 had three pairs categories consisted of student's initiation-students' response, student's initiation-silence or confusion and student's initiation-students' initiation. S-S pattern had two pairs categories consisted of student's initiation-student's response and student's initiation-student's initiation. Pattern of S-T consisted of student's initiation-accepting or using idea of student, student's initiation-lecturing, student's response-accepting feeling, student's response-criticizing or justifying authority, student's initiation-criticizing or justifying authority, student's initiation-giving direction and student's initiation-accepting feeling. Ss-T pattern only had one pair categories consisted of students' response-lecturing.

Meanwhile, S-Ss pattern in class XI IPS 2 consisted of student's initiation-silence or confusion and student's initiation-student's initiation. S-S pattern consisted of student's initiation-student's response and student's initiation-student's initiation. Pattern of S-T consisted of student's initiation-criticizing or justifying authority and student's response-accepting feeling. Ss-T pattern consisted of student's initiation-accepting or using idea of student and student's initiation-accepting feeling.

3. The difference of interaction in XI IPA 4 and XI IPS 2 was in the positive and negative reinforcement that were given by the teacher. The teacher in XI IPA 4 used more positive reinforcement than negative reinforcement. In the other way the teacher in XI IPS 2 used more negative reinforcement than positive reinforcement. Positive reinforcement that was given by the teacher in class XI IPA 4 was related to the patterns of student talk that was higher than teacher talk. It was caused by the students that had good ability in speaking English. Thus the teacher used positive reinforcement in reinforcing the students' participation. In the other hand negative reinforcement was given by the teacher in class XI IPS 2 also was related to the patterns of student talk. Since the patterns of student talk was lower than patterns of teacher talk, teacher tended to use negative reinforcement in reinforcing the students. It was caused by the students that had less ability in speaking English.

5.2 Suggestion

Based on the finding, the researcher would like to propose some suggestions as follows:

1. The patterns of teacher talk and student talk of XI IPA 4 and XI IPS 2 that were resulted can facilitate the students' participation in English classroom interaction in speaking skill for each class. So the researcher suggests the patterns that have been resulted from this research to be applied in English classroom interaction for second grade students of natural science class and social science class in SMA N 1 Gadingrejo in speaking skill.
2. The English teachers in natural science 4 and social science 2 classes have facilitated the students to speak in speaking class larger than the teachers. Since the goal of English speaking class is to speak in the target language English, the researcher suggests the teachers to encourage the students to speak in English more and avoid the students to speak in another language such as Indonesian and Javanese. So, the aim of learning English in speaking class can facilitate students to speak in target language through the interaction in the classroom between the teacher –students and students –students.
3. The patterns of interaction in natural science class and social science class in this research can facilitate student talk higher than teacher talk. So, these patterns can be used by another researcher who wants to facilitate student talk more in speaking class.
4. This research was done in two meetings for each class. It might be possible for other researcher to do same research in more than two meeting for each class to get more patterns of teacher talk and student talk in natural science and social science classes.