

V. CONCLUSSIONS AND SUGGESTIONS

This chapter discussed about conclusion and suggestion as follow.

5.1 Conclusions

Concerning with the discussion of the research finding, the researcher comes to some conclusion as follows:

1. The process of classroom interaction in English speaking class reflects the classroom interaction pattern suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model. The model consists of six teaching exchange patterns, namely: *Student Elicit*, *Student Inform*, *Check*, *Teacher Direct*, *Teacher Elicit* and *Teacher Inform*.
2. The high percentages of *Student Inform* (33.79%) and *Teacher Elicit* (16.89%) indicate that students have their own awareness to get involved in the activity and to participate as well as to interact actively during the teaching learning process. And also teacher participated to get students' respond in the class. The percentage of *Students Elicit* (14.95%) allows the students did not doubt to ask something. The low percentages of Teacher Information (14.12%), *Check* (13.01%), and *Teacher Direct* (7.20%) show that the teacher has managed the whole process of teaching learning well based on what has been prepared on the lesson plan as she plays the role as an initiator and a facilitator for her students.

5.2 Suggestions

Dealing with the conclusions, the researcher would like to propose the following suggestions:

1. English teachers should accept in mind that interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on.
2. English teacher should brainstorm the students who are not really active in the class.
3. For future researchers in the area of classroom interaction, the teacher should needs more strategies in the process of teaching and learning. The class will be alive if the students, including the teacher are fully involved during the activity. The teacher should facilitate the students in their work. The teacher prepares some materials, explains the procedures about what will be discussed and then asks the students whether they have understood the material or not. When the students have problem in their learning, the teacher along with the students helps each other to solve the problem.