

V. CONCLUSSIONS AND SUGGESTIONS

5.1 Conclusions

Based on important findings from the previous chapter, the writer comes to the following conclusions.

1. The process of classroom interaction in English speaking class at class XI Science 8 of SMAN 2 Bandar Lampung 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 Elicitation, Student Informing, Checking, Teacher Directing, Teacher Elicitation and Teacher Informing.
2. The high percentages of Student Elicitation (25, 51%) and Student Informing (18, 96%) 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. The moderate percentage of Checking (16, 55%) allows the teacher to control how well the students can follow the lesson during the teaching learning process. The low percentages of Teacher Directing (15, 86%), Teacher Elicitation (13, 10%) and Teacher Informing (10%) 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

Apart of the conclusion, the writer would like to propose some considerable suggestions as follows:

1. English teachers should bear in mind that it is students who are learning language; therefore maximizing opportunities for students' participation in form of Student Elicitation and Student Informing to let them dominate the classroom is very necessary and important. Such target can be reached by such activities as role-play, storytelling, debating, holding seminars and making presentation etc.
2. English teacher should have a greater awareness of teacher's feedback, especially in terms of evaluating students' errors and providing grammatical accuracy and repetition as it can greatly increase teachers' success in teaching process.
3. In the term of video usage, it is suggested to use more than one video recorder to observe teaching and learning process in the classroom, so the researcher can look in detail about the interactions between one student and other students.
4. For future researchers in the area of classroom interaction, we should keep in mind that classroom is the place where teacher and students cooperate and interact with each other in achieving certain instructional goals in the classroom and even though much investigation has already been done in the field, there is still room for improvement for both teachers and researchers alike.