

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting the research at the second grade of SMP Immanuel Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows:

1. The sorts of interaction in the classroom interaction during the teaching-learning of speaking through drama games consist of three main types, i.e., teacher-student, student-teacher and student-student interaction. These interactions include: expressing in form of thanks, requirement, opinion, reasons, and complain, narrating, eliciting in form of information, and directing in form of ordering, persuasive, advice, and warning. In addition, during the interaction mime, confirmation check, and request for clarification are also committed.
2. The interaction type where students conduct more utterances as result of interaction is student-student interaction. In this type 25 of 32 students or 78.12% make interaction between them. They produce 62.04% or 188 utterances out of 303 utterances produced by students in all interaction. This situation happened because the students felt more comfortable and confident to interact among their friends without being afraid of making mistake.

3. The teacher showed quite good performance in presenting the material to the students. The teacher could motivate the students to learn about the topic given and she often gave her students solution when the students had problems with difficult words phrases and characterizations, especially to the introvert students. Furthermore the teacher always encouraged his students to express their thoughts using English.
4. The students were very enthusiastic in learning the topic since they rarely had communicative task given by their teacher. On the contrary the classroom became noisier when they were practicing the drama script.
5. The students very often used L1 instead of L2. It seems that they were afraid of making mistakes if they used L2 in the classroom. Though, the students had very big initiation in solving their problems by asking their teacher or to their friends.

5.2 Suggestions

Based on the conclusions in favor of the Flanders' interaction analysis technique findings, some suggestions can be recommended as follows:

1. The teacher should be able to manage the classroom more effectively by applying more discipline and keep telling the students to low their voice in order to make the classroom situations less noisy so that the teaching learning process will not disturb other classrooms.
2. The teacher should be able to manage the time table provided in order to make her teaching learning activities more effective, for example: the teacher can choose material appropriate to her students' language level.

3. The teacher should motivate the students to use more L2 in the classroom during the teaching-learning process. Since the students' problem is not about grammar or vocabulary, but more about their motivation to use English in the classroom during the teaching-learning process. The teacher must first become the model and must have good pronunciation that can be imitated by students. Becoming a good model in class, the teacher then can encourage the students not to be shy or afraid to speak English to the teacher or to their friends. Teacher should maintain this condition by keep reminding and telling the students to try to talk in L2 in the entire time of teaching-learning process.
4. The students need to optimize the use of L2 during the teaching learning activity since they can only improve their speaking skill by getting used to speak English whenever and wherever they have chance. They should not be afraid to express their ideas by using English and they should not be afraid of making mistakes. When the teacher facilitates them by using effective technique, they should respond effectively by maximizing the use of their L2 as far as they can.
5. The teacher can apply drama games in teaching speaking with different material and different story in other classes in different grade. The teacher can also promote the drama games as one technique that is used regularly in teaching English, especially teaching speaking in SMP Immanuel.
6. In conducting the research, researcher only used one camera and could not cover all the activities in the classroom. In the future, a research

using more than one camera could be conducted in order to observe more clearly the classroom interaction.

7. For this research, the researcher focused only on the interaction students made as a realization of the fact that language is habit. In the future, research about how grammatical difficulties or structural errors occurred could be conducted.