

CHAPTER V

CONCLUSION & RECOMMENDATION

5.1 Conclusion

This research concluded that teacher-students interaction played an essential role in improving students' speaking skills in English. At SMP Negeri 1 Botomuzoi, the interaction patterns were still dominated by teacher-centered methods, which limited opportunities for students to practice speaking actively. Although the teacher occasionally used questioning techniques, group work, and feedback, the implementation was inconsistent, and interactive methods such as role plays, discussions, and pronunciation modeling were rarely applied. As a result, many students remained passive, lacked confidence, and were hesitant to speak in English. Effective teacher-students interaction should be student-centered, involving reciprocal exchanges, supportive feedback, and varied speaking activities to encourage participation, build confidence, and develop fluency.

5.2 Recommendation

1. For teacher, apply more interactive and student-centered strategies such as role plays, group discussions, and pair work to maximize student participation in speaking activities. Provide consistent pronunciation modeling, constructive feedback, and encouragement to build students' confidence.
2. For students, take an active role during speaking activities by asking questions, sharing opinions, and practicing English both inside and outside the classroom.
3. For schools, provide adequate teaching resources and training programs to help teachers develop skills in managing interactive speaking classes.
4. For future Researcher, conduct similar studies focusing on specific interactive techniques and their impact on students' speaking performance to enrich the literature on teacher-students interaction in English language learning.