

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains conclusions, research limitations, and suggestions. Furthermore, it aims to reach conclusions and make implications based on those interpretations. Following the conclusions and interpretations, implications are drawn for practice development. In addition, further implications are stated for further research.

5.1. Conclusion

The results of this study can complete the answers to the research questions in this study, namely: “What are the proportions and patterns of interaction between teacher and students in English speaking skills at SMK Negeri 1 Gido based on FIACS analysis?” And “What are the barriers in interaction between teacher and students in English speaking skills at SMK Negeri 1 Gido?”. From the findings presented in the previous chapter, the conclusions related to the research questions are as follows: In the first research question, it was found that teacher talk was more dominant in the interaction that occurred at SMK Negeri 1 Gido and the interaction pattern that occurred was a multi-directional interaction pattern. Meanwhile, the second research question found ten interaction barriers between teacher and students of SMK Negeri 1 Gido.

In this study, teacher talk is the most dominant talk compared to student talk and silence or confusion. This is shown in teachers who are more dominant in using indirect teacher talk during the learning process in class, especially teacher who use more categories of accepting or using students' ideas and asking questions, which are the main dominant categories. Furthermore, the interaction pattern in this study shows a multi-directional interaction pattern is the most dominant, where teacher and students can each interact and provide feedback either between teacher and students or students with one another to have an optimal interaction pattern during the learning process.

Furthermore, in this study, there are also barriers to interaction experienced by teacher and students during class learning. The barriers experienced by teachers include (1) Difficulty handling students who are too active, (2) Feeling confused during the learning process, (3) Confusion in choosing teaching methods that suit students' learning styles, (4) Lack of mastery of skills, (5) Too many students in one class, and (6) Limited learning time.

Meanwhile, the barriers experienced by students include (1) difficulty in speaking and understanding the teacher's explanation, (2) lack of confidence in their abilities and difficulty remembering new vocabulary, (3) ineffective classroom atmosphere and lack of speaking and communication practice, and (4) different ways of pronouncing and writing in English.

5.2. Suggestions

Based on the research results, the following suggestions are addressed:

1. School

Based on the research findings, some barriers related to school facilities and teaching skills occur to teacher. School is advised to support learning facilities and provide teaching skills training for teacher to make learning more communicative and interactive.

2. English Teacher

English teacher is advised to improve her speaking skills and core competencies to improve the quality of classroom interaction, which is more communicative and interactive in the classroom, so that teacher can develop speaking skills methods in school.

3. Other Researchers

Furthermore, future researchers are advised to look for other problems in similar topics about classroom interaction, such as researching the correlation between classroom interaction patterns and methods used by teachers, especially in English speaking skills, or comparing classroom

interaction patterns in several schools to find out which patterns are more effective in English speaking skills.