

## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the last chapter of this thesis. In this chapter the writer would like to present the conclusion of this study and the suggestion to the English teacher.

#### 5.1 Conclusion

Based on the data analysis in chapter IV, the writer would like to give some conclusion, they are as follows:

1. In interacting with the students, the English teacher used all the categories of FLINT system, there are: 1 (deals with feeling), 2 (praises or encourages), 2a (jokes), 3 (uses idea of the students), 3a (repeats student response verbatim), 4 (asks question), 5 (gives information), 5a (corrects without rejection), 6 (gives direction), 6a (directs pattern drills), 7 (criticizes student behavior), 7a (criticizes student response ).
2. The most frequently used by the teacher in interacting with her students is category 4 (asks questions), with total frequency of 80 cases or 59.70% of her talk.
3. There only 5 of 8 categories of students' talk based on FLINT system occurred in the classroom interaction, there are: 8 (student response, specific), 8a (student response, choral), 10 (silent), 11 (confusion-work oriented) and 12 (laughter).

4. The most frequently category used by the students in interacting with their teacher is category 8 (student response, specific) with total frequency of 141 cases or 49,647% of their talk.
5. Based on the data analysis, the English teacher is successful in provoking her students to be active in her class, as proved by high frequency of category 8 (student response, specific) than the other categories of student talk

## **5.2 Suggestion**

1. For English teacher

One of the teacher roles as the source for his/her student, what teacher say during the teaching learning activity is the input for his/her student to increase their second language acquisition. So as the source and the model, teacher should practice and motivate them to participate or respond with their own words not only stuck on some words. To apply this, teacher need to make students comfortable and feel enjoying learning English. Teacher can use some categories which helps him/her to decrease feeling bore and stress of his/her students.

2. For the writer

As the candidate of teacher, the writer should pay attention to the interaction between teacher and students so that the writer will find the best way to interact with her student.

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