

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two main parts. the first part is the conclusion from the research findings. The second part is a suggestion for the teacher and the students.

A. Conclusion

Based on the findings of the research entitled Analysis of Classroom Interaction in EFL Learning to Speak conducted with tenth and twelfth grade students of State Senior High School 10 Sarolangun through classroom observation in three meetings, the following conclusions are drawn:

The first reasearch question : *What are types English interaction to speak in EFL classroom?*

1. The types of classroom interaction in EFL classroom were teacher whole class, teacher to student, students speaking to teacher.

The second reaserach question : What is the comparison of Teacher's talk and students' talk?

2. The proportion gap between Teacher Talk and Student Talk shows variations in interaction across meetings. In Meeting 1, a gap of 21.4% indicates that the teacher spoke more dominantly than the students. In Meeting 2, the gap of -6.9% shows that the students spoke more than the teacher. In Meeting 3, the gap of 9.6% again shows the teacher's dominance, although not as high as in Meeting 1.

The third research question : *To what direction do Students' respond mainly addressed?*

3. The aspect of student talk revealed that student-response talk dominated in each meeting, namely 39.1% (74 utterances) in Meeting 1, 50.1% (102 utterances) in Meeting 2, and 43.5% (58 utterances) in Meeting 3. Conversely, student-initiated talk remained relatively low. This aligns with Nunan (1999) and Kesmila (2021), who stated that student participation in EFL learning tends to be reactive rather than proactive. Students spoke mainly when prompted by the teacher, were shy about using English, and were afraid of making mistakes.

B. Suggestion

Based on the research findings, several suggestions are offered:

1. For English Teachers

Develop teaching strategies that provide more opportunities for students to initiate talk (student initiation), such as pair work, group discussion, or role play that encourage peer-to-peer interaction.

Reduce teacher talk dominance at certain moments to allow students more freedom to speak without excessive direct intervention.

Provide positive feedback on language errors to reduce students' fear of speaking in English.

2. For Students

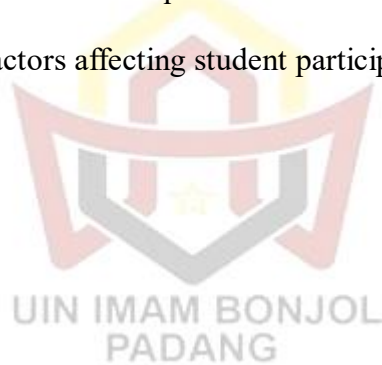
Take more initiative to speak in English, both to the teacher and to classmates, without waiting to be asked.

Use classroom speaking opportunities as practice sessions without being overly concerned about making mistakes.

3. For Future Researchers

Conduct research with longer observation periods to obtain a more consistent picture of teacher–student interaction patterns.

Include interviews or questionnaires to explore in greater depth the psychological factors affecting student participation.



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