

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion in the previous chapter, this section presents the main conclusions of the study.

1. The findings reveal that several types of classroom interaction occurred during the teaching and learning process, as classified by the Flanders Interaction Analysis Categories System (FIACS). These include teacher talk (asking questions, lecturing, giving directions, and providing praise or encouragement), student talk – response, and silence or confusion. Among these categories, teacher talk was the most dominant throughout all stages of instruction. Meanwhile, students primarily participated by responding to the teacher's prompts, often in brief and limited utterances. Occasional silence or hesitation was also observed, indicating students' difficulties in understanding the material or expressing their ideas.
2. Based on FIACS, the interaction in the classroom is dominated by teacher talk. The pattern of classroom interaction implemented in this study can be characterized as teacher-centered. The teacher played a central role in initiating, directing, and maintaining the flow of interaction across all instructional stages, including pre-teaching, main-teaching, and post-teaching. The interaction generally followed a one-way communication pattern, commonly in the form of initiation–response, where the teacher initiated interaction and students responded. Although there was a slight

improvement in student participation as the lesson progressed, the interaction remained largely controlled by the teacher, with minimal student-initiated communication.

3. The teacher prefers to use certain interaction pattern because of several reasons. Many students have low confidence, limited vocabulary, and different levels of English ability. Because of this, students find it difficult to speak actively or express their ideas. Therefore, the teacher uses more explanation, questions, and directions to help students understand the lesson and keep the class running well. However, this also makes students less active in starting interaction.

B. Suggestion

Considering the findings and limitations of this study, it is important to propose several critical suggestions, particularly for future researchers, in order to further explore the impact of classroom interaction on students' competence. For future researchers, it is strongly recommended to investigate the impact of classroom interaction patterns on students' communicative competence in a more critical and empirical manner. While this study has identified that classroom interaction tends to be teacher-centered, it does not yet measure how such patterns influence students' actual language development.

Therefore, future studies should examine whether the dominance of teacher talk limits students' speaking ability, interactional competence, and confidence in using English. Furthermore, it is also important to critically

examine the role of code switching and code mixing, particularly whether these strategies facilitate learning or, conversely, reduce students' exposure to the target language and hinder the development of their competence. By addressing these gaps, future studies are expected to provide more comprehensive and evidence-based insights into how classroom interaction can be optimized to enhance students' communicative competence in EFL contexts.



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