

CHAPTER V

CONCLUSION AND SUGGESTION

3.8 Conclusions

This research has presented the consistency of the finding from the previous researcher that teacher talk play the dominant part in classroom interaction. The result showed all categories occur during System Modelling and Intelligent Class. Meanwhile, in Data Maining classthe nine of ten categories occurs during teaching learning. The ten categories are based on Flanders Interaction Analysis System, the teacher talk categories included, accepts feeling, praises or encourages, accepts or uses ideas for students, ask question, lecturing, giving directions, criticizing or justifying authority. Then category of students talk includes student talk response and student talk initiation.

Meanwhile, the dominant pattern occurs during teaching learning is content cross. It's devoted by teacher spent the time of teaching learning with asking question and lecturing. The result shows the System Modelling class is 96,17%, Intelligent System is 76,91% and Data Maining 97,83%. The second dominant is student participation, it's reflected in teaching learning by student response to teacher question and students initiate to talk to teacher to give opinion or ask question about specific material. System Modelling (SI) 30,53%, Intelligent System (IS) 35,55% and Data Maining (DM) 35,17%. The third dominant is teacher support, which are System Moodelling 28,83%, Intelligent System 33,83%, and Data Maining 27,69%. Hence, based on the findings teacher also actively gives praise, or encourage students in responding students answer or

opinion and also teacher accepts or uses ideas of students. This makes students feel appreciated and encouraged. At the least, the teacher control the fourth dominant, with 16,96% (System Modeling Class), 26,67% (Intelligent System Class) and 14,80% (Data Maining Class). Thus, the result shows that teacher giving directions and criticizing or justifying authority are low than others characteristic. Also, criticizing or justifying authority is rare event occur since this category to teachers give statement of students intended to response student behavior.

5. 2 Suggestions

Based on the result of the research, the researcher suggests the followings:

For teachers

1. Teachers at Industrial Engineering in International Program UII should encourage studentsto participatemoreduring teaching learning. Obviously, teacher has the chance in creating activity to make classroom interaction to be more effective. Teacher should not only use asking question or lecturing to attract student's attention. He can use various effective ways of teaching learning such as grouping, using game, or etc.
2. Teacher should be morein control of the classroom activity and pay attention to students understanding. However, students are often silent while the teacher asks question during teaching-learning. Here, teacher cannot determine student's confusion whether they understand or not. Therefore, the teacher should be aware of creating more positive

atmosphere to make student enjoy the study and help them express their understanding freely.

For Further Research

1. For further researcher, since this research using FIACS as a technique to analyze classroom interaction during teaching learning in the classroom, the researcher hopes that the future research can try to focus on investigating verbal interaction using FIACS technique in another example of setting such as in groups discussion, project-based discussion or presentation activity.
2. The future research can develop this research by elaborating the research question beside the description of all activities and pattern. The future researcher can use FIACS with different level or subject, but one needs to develop more in determining of teacher teaching style, teaching effectiveness also the correlation with student achievement.