

BAB V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion from the findings and discussion in the previous chapter. The suggestion is also given in this chapter for the sake of the practical use, the development of the science and further research in the same field.

5.1 Conclusion

The findings of the study revealed that classroom interaction in the English class of 11th-grade IPA students at MAS As'ad Jambi demonstrated a balance between learner-instructor and learner-learner interactions, reflecting a more dynamic and participatory classroom environment compared to previous studies that predominantly featured teacher-centered approaches. The interaction patterns adhered to the Initiation–Response–Follow-up (IRF) sequence, with the teacher initiating most exchanges and students actively engaging through responses and extended contributions.

Although the teacher maintained a dominant role in managing and directing the classroom, initiating exchanges through questioning and commands, students were actively involved in the learning process. They frequently responded to the teacher's moves and contributed through reacting and continuing speech functions, highlighting their enthusiasm and involvement in classroom activities. Learner-learner interactions also played a pivotal role, particularly during collaborative tasks where students engaged in meaningful exchanges to build understanding collectively.

The analysis of speech functions further demonstrated a variety of moves executed by both the teacher and students. The teacher's speech functions, such as questioning and commanding, often initiated interactions, with students responding appropriately. The teacher predominantly led the opening speech function, giving her control over the interaction, while students actively contributed by reacting and continuing speech functions. These contributions underscored their engagement and willingness to participate in classroom discussions. The balanced distribution of moves between the teacher and students indicated a well-maintained process of exchange, fostering an interactive and supportive learning environment.

The identified interaction exchanges included teacher eliciting (Initiation–Response–Follow-up), teacher directing (Initiation–Response), teacher informing (Initiation–Response), student eliciting (Initiation–Response), and student informing (Initiation–Response). These diverse patterns showcased a dynamic interplay of teacher and student contributions, essential for sustaining effective and engaging classroom communication.

5.2 Suggestion

The study's results suggest that teachers should incorporate a variety of interaction patterns in the EFL classroom to enhance students' learning. For example, teachers should provide more opportunities for students to engage in both independent and collaborative group tasks. Additionally, teachers should encourage students to initiate interactions more frequently in the classroom to reduce over-reliance on the teacher and foster greater student autonomy. This approach can help

create a more dynamic and interactive learning environment where students actively participate and contribute.

For future research, it is recommended that subsequent studies explore the impact of classroom interaction patterns on students' academic achievements. This would provide a more precise understanding of the relationship between interaction dynamics and learning outcomes, contributing valuable insights for improving classroom practices and fostering more effective teaching and learning processes.