

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

This present study aims to find out categories of the classroom interaction in 92nd grade at English UPB of UIN Antasari Banjarmasin according to Flanders' Interaction Analysis Categories System (FIACS) that developed by Flander. There were three main research questions to answer in this study. The first question is about the percentage of talking time between teacher and students, the second question is about the characteristics teachers talk, and the last was about the types of teacher and student talk during classroom interaction. Some conclusion are following :

1. The percentage of the talking time

The researcher found the percentage of the talking time between the lecturer and students was more talking in the learning process because their responses in submitting task with the average amount of percentages in three meetings 63.2% for students and 36.8 for teacher.

2. The most dominant characteristics

The researcher found the most dominant characteristics in the classroom interaction was content cross, teacher support and student participation, it means those are the most dominant of characteristics of teacher talk are there in 92<sup>nd</sup> grade English UPB of UIN Antasari Banjarmasin.

### 3. The types of teacher talk

The researcher found the types of teacher talk on the English teacher in 92nd grade at English UPB of UIN Antasari Banjarmasin are as controller, director, and resourcer.

The teacher as controller means that the teacher determines what students do. Teacher as director, the teacher often gave direction, command and order to the students to which the students were expected to follow the teachers' instruction. The last is teacher as resourcer means that the teacher a source for advice and counsel whenever students seek his or her help. It also involves offering help to them.

### **B. Suggestion**

Suggestion for the lecturer is also more developing about the characteristic of teacher talk such as teacher support. Perhaps some teachers not accustomed in online teaching and learning process because lack of techniques and methods. Because in the Flander's system teacher support is needed to support the students to more active on the teaching and learning process, and it is related with the curriculum 2013 which want to the students more active in the class than the teacher (even in this study found that students has more percentages than teacher in talking time during classroom interaction). And also it can increase students motivation to learn English subject and active in interaction with their teacher in learning process.

This study has several difficulties in conducting the research including in data coding process, collecting the theories, and describing finding and

discussion. Should do searching and digging more about classroom interaction.

Because of some of the study could make an increasingly complete theories.