

## CHAPTER V

### CLOSURE

This chapter presents conclusion and suggestion. The first part presents the conclusion derived from the study. The second part present suggestions are intended for the teacher and other researcher.

#### A. Conclusion

The interaction in this classroom was in three-way communication; there were interaction between teacher-students, students-teacher, and students-students. Based on the data analysis and the results of the study, following conclusions were drawn:

1. In that classroom, the teacher talk had the greatest percentage, which were about 57.11%, indirect influence is 27,42%, direct influence is 29,25%, students talk is 33,15%, and the silence only 10,14%. The teacher talk is more dominant than the student talk, it can be seen from the percentage that the teacher talk had more 50% in talking time than the students. The students had the lowest talk less than 50%.
2. The characteristic of the classroom interction in XI MIPA 1 grader at MAN 3 Banjar is Content Cross. It can be concluded from the percentage that shows the teacher talk is the greatest dominant. The Content Cros is dominant activity in which the teacher is more active in talking especially in the category of asking question and lecturing and the student talk is active enough in the category of sudent talk initiation.

## **B. Suggestion**

This part present some suggestions for teacher and for the next researcher.

### 1. For the teacher

The teacher should create positive atmosphere in the classroom, so the students will more enjoy taking a part in the teaching-learning activities. The teacher can create positive atmosphere through some ways, e.g. change the way she act, talk, teach, communicate with her students; encourage the students with positive feedback whenever possible; create a positive physical and emotional; and create a positive classroom dicipline system.

### 2. For the next researcher

This study investigated the use of FIACS technique in classroom interaction by using teaching learning process. Further research is expected to focus investigating the use of FIACS technique in another activities, for example, FIACS in discussion session or presentation session or in game session. Therefore, the result will be different from this research. This study has subjects from the second grade of senior high school students. It is expected that further research can investigate the difference of FIACS technique use in different level and subjects of study but using the same model of learning.