

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter intended to elaborate the conclusion, suggestion and recommendation of the research. The conclusion of this research is drawn from the findings presented in chapter 2 and chapter 3. The primary point of this chapter is to provide the conclusion regarding the characteristic of EFL Guideline and the development of EFL Guideline for Students' Better Classroom Interaction at Junior High School. The conclusion also leads to suggestions and recommendations given for related sides.

4.1 Conclusion

Regarding the first research question, it was discovered that two significant aspects, such as guideline characteristics and classroom interaction. Guidelines are directions in the form of a statement of action designed to complete a process so that it could be performed on a regular basis. As a result, utilizing guidelines will assist students in making choices during classroom interactions. Guidelines for EFL teachers must have the following characteristics: validity, clarity, and applicability. Then, cover, preface, table of contents, introduction, main content of the guide, procedures, reflection, and list of references are the components of EFL Guidelines. There is classroom engagement, which involves students actively participating in classroom discussions. There are two types of classroom contact: student-student interaction and student-teacher interaction. There are three methods for involving students in classroom interaction: (1) asking inquiries, (2) using body language, and (3) discussing themes Furthermore, these principles aid in the customization of the course of study based on the student's capacity and competence in classroom interaction.

For the Second research question, the outcome of the data description received from the teacher and students. According to the findings of the preceding investigation, recommendations can play a significant role in the learning process. Teachers should be compelled to follow guidelines. Then,

the next step is the process of developing Guideline for EFL Teachers for Students' Better Interaction. The product was produced using Microsoft Word 2019 and Canva for make the design. The following content of guideline development as follows: cover includes the title and author name, preface which include thankfulness from the author, table of content contains a list of discussions and page numbers, introduction consist of the background and purpose of the guideline, The main content of the guide consists of the main points in the discussion used in the guideline, the procedure consists of the order that can be done by the teacher in improving interaction with students in the classroom, the reflection contains the conclusions and summaries of each discussion, and the list of references consists of the sources used in the preparation of the guideline. Also, expert validation is given with the results of a validation assessment with a total score of 31 which mean this product is categorized as “good” and suitable for teacher trials in the learning process.

4.2 Suggestion and Recommendation

4.2.1 Suggestion

The research and development processes were not finished entirely because this research was done in such a short amount of time. Additional research, experimentation, or testing of the product is necessary. Furthermore, no user feedback was gathered. The literature was inadequate to facilitate the construction of comprehensive research instruments. In order to improve instrument development, further research might be targeted toward a more comprehensive literature study. This analysis was conducted out with a very limited understanding of the product's development procedures. Further research and examination of different sources can help with efficient implementation.

4.2.2 Recommendation

4.2.2.1 For Teacher

Through the development of this guideline, teachers can maximize student interaction in the classroom so that the learning

atmosphere is better and the achievement of learning objectives, especially EFL learning in junior high school.

4.2.2.2 For Student

Students can understand the learning provided by the teacher, do not feel difficult and active so that the interaction activities between the teacher and students in the classroom are better and the learning objectives are achieved. This can happen if the teacher tries to use the procedures in this guideline.

4.2.2.3 For Future Research

The researchers hope that in the next research, other researchers can develop even better products and implement them so that they can get maximum results. Considering that the teacher guideline products that have been produced, there are still shortcomings in terms of theory, content, and time to work on this research.

