# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1. Conclusion

After finding data and having observed the communication patterns that took place in the classroom, the researcher encourages himself to draw the following conlusions.

First, each pattern has its own characteristics, advantages and disadvantages. The application of the communication patterns in the teaching and learning process depends on the context and lesson matter being taught as well as the real conditions that are encountered by the teacher in the teaching and learning process. Thus, the material and class conditions, time availability, seating arrangement are crucial for a teacher to choose the suitable communication pattern to be applied in the teaching and learning process in the classroom.

Second, the tendency of teachers to apply a one-way communication pattern in the teaching and learning process at seminary has its own reasons, namely that teachers need sufficient time to explain the learning materials. Besides that the study time is short so the teachers prefer to use a one-way pattern.

Third, the teachers use a one-way communication pattern because they would like material to emphasize concepts. Teachers use one-way pattern to explain the concept of learning material. After explaining the concept, the teachers then gave assignments to the students to do at home.

Fourth, the two-way communication that occurs in the teaching and learning process in seminary is an initiative of the teachers. The teachers builds two-way communication and interaction with students by asking questions to students while pointing students to answer the questions. There are two types of questions that are often asked by the teacher in the teaching and learning process in the classroom, namely questions relating to the learning materials from the previous meetings and the learning material that will be discussed in the class.

Fifth, the teachers use the third pattern, which is multiple-way communication because in addition to the material taught requires teachers to apply the method of discussion, the teachers also use this method because of the hot class situation and sleepiness therefore this method is considered the best considering.

Sixth, the participation of students in multiple direction communication patterns is very high. This happens because lesson teachers provide motivation to the students by giving additional point for students who are active in group discussions during the teaching and learning process. This is what makes students motivated to be active in the teaching and learning process. In this way, students are motivated to be active in teachhing and learning will grow a possitive influence results (Skinner 1950).

## 5.2. Suggestion

Based on the findings during the observation, the researcher encourage himself to propese the following sugestions.

### 5.2.1. Suggestions for the Teachers at Seminary

The teachers should combine two more of the communication patterns so that the classroom is more attractive and active. This is very important so that the students keep being enthusiastic in the teaching and learning process.

Every communication pattern has its own strategic use, but the most important thing is how to make class attractive and active. Therefore, the teachers are expected to have good communication skills so that they make the class a fun learning opportunity. Because success in the teaching and learning process in the class depends on the style of communication carried out by teachers and students. The teaching and learning process is part of communication so that good communication between teachers and students will greatly support the success in the teaching and learning process in the classroom.

### 5.2.2. Suggestions for Seminary Students

The researcher found the level of participation students in the learning and learning process was minimal. The initiation always comes from the teacher. Teachers who take the initiative even force the students to ask questions and express their opinions in the teaching and learning process. Therefore, through this study, the researcher expects that in the future students participate more actively in the teaching and learning process in the classroom. The writer suggests that students make preparations before entering the classroom by reading the learning material that will be discussed at the meeting.

### 5.2.3. Suggestions for Seminary Schools

Success of the teaching and learning process in the classroom depends on many factors. The researcher saw that classroom facilities were very minimal. Therefore, the researcher suggests that the school pay attention to classroom facilities such as blackboards, air conditioners, LCD, the availability of textbook packages so as to provide comfort to students while following the teaching and learning process in the classroom, especially at the last hours of the day. Classroom facilities help students and teachers in the teaching and learning process. Adequate facilities will help create a comfortable teaching and learning process so that communication and interaction between teachers and students can take place well.

The writer realizes that in this study there are some weaknesses that must be considered and corrected for future research improvements. Some of these weaknesses are: First, researchers do not use triangulation. Second, the analysis of research data is only based on a third study that uses video recordings of teaching and learning in the classroom. While in the first and second studies, researchers only conducted classroom observations. Third, the research data consisted of seven temporary subjects where researchers lived very far and the short time of the study had an influence on data collection. Some of these notes become an evaluation for the improvement and refinement of the researcher for future research.

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