

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explains the conclusions of the study and suggestions for the further study. The conclusions contain the summary of the study. Where as, suggestion are presented to the English teacher and to the readers who interested in investigate teacher-students interaction. This study hopefully can bring some benefits and able to be a guide or reference for further research.

5.1. Conclusions

The results of the study:

- 5.1.1. Science and social students have significant different perception toward leadership aspect ($t_{\text{observed}} > t_{\text{critical/table}} [3.642 > 1.981]$ and Sig (2-tailed) value $0.00 < \text{level of significant } [\alpha = 0.05]$).
- 5.1.2. Science and social students have significant different perception toward understanding aspect ($t_{\text{observed}} > t_{\text{critical/table}} [2.378 > 1.981]$ and Sig (2-tailed) value $0.018 < \text{level of significant } [\alpha = 0.05]$)
- 5.1.3. Science and social students have significant different toward students responsibility/freedom aspects ($t_{\text{observed}} > t_{\text{critical/table}} [4.871 > 1.981]$ and Sig (2-tailed) value $0.00 < \text{level of significant } [\alpha = 0.05]$) of teacher interpersonal behavior in teacher- students interactions.
- 5.1.4. The result of t-test shows that there is no significant different perception between science and social students toward strict aspect ($t_{\text{observed}} < t$

critical/table [1.531 < 1.981] and Sig (2-tailed) value 0.127 > level of significant [$\alpha = 0.05$]).

5.1.5. As stated above Mann-Whitney U test (non-parametric test) is less accurate compare to t-test (parametric test) hence, there is a weakness of the result of this study. There is a possibility that the result does not describe the truly differences. Since, the result of Mann-Whitney U test shows there are no significant different perception between science and social students toward helpful/friendly (z value -1.097 therefore $-1.96 < -1.097 < 1.96$), uncertain (z value -1.338 therefore $-1.96 < -1.338 < 1.96$), dissatisfied (z value -0.124 therefore $-1.96 < -0.124 < 1.96$) and admonishing (z value -1.632, therefore $-1.96 < -1.632 < 1.96$).

5.1.6. Based on the interview result science and social students perceive positively toward four aspects (helpful/friendly, uncertain, dissatisfied and admonishing). Based on interview result the writer concludes that science students perceive positively toward understanding and students responsibility/freedom aspects and perceive negatively toward leadership aspect where as social students perceive negatively toward understanding and students responsibility/freedom aspects and perceive positively toward leadership aspect.

5.2. Suggestion

5.2.1. The writer suggests for further research or study to take more samples so the teacher-students interaction clearly describe and the investigation

about the correlation between students perception and students cognitive achievement can be the theme for the further study.

5.2.2. For further research it is possible for the teacher asses or evaluate their colleague interpersonal behavior especially teacher or visa versa so that the object of the study not just one teacher. Beside that to know more deeply on teacher interpersonal behavior, for further study it is better to analyze the relation among every aspects on interpersonal behavior and other factor such as learning environment, students' motivation, assessment, etc.

5.2.3. The writer suggests the English teacher who becomes the object of perception process read this study. Teachers should have knowledge and understanding human behavior especially students behavior which are relevant to the classroom behavior. Teacher should shows positive aspects of interpersonal behavior appropriate to what science and social program students' want. Moreover, the English teacher should give more chance to social students not only to express their idea, opinion and suggestion but also to decide what they will do in class. In addition, The English should show strict aspect more to science and social students. Therefore, she become an effective person in communicating the lesson clearly to students, in facilitating his or her students' learning, and in helping his or her students overcome problems that block their learning.

