

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

As a result of data analysis and discussion of the study, the conclusions and suggestions are presented in this chapter.

#### **5.1 Conclusions**

Within such a relationship, teachers can enhance the motivation and social development of students, while students will feel comfortable and feel sense of belonging in the classroom. It has been proven in this study, when the RSBI and SSN students perceived more positive interpersonal behaviors of their English teachers than the negative ones. Since there were more perceived positive interpersonal behavior, motivation and interest increased. The highest positive perception of RSBI students was understanding aspect and the highest negative perception was strict aspect of teacher. The highest positive perception of SSN students was leadership aspect and the highest negative perception was strict aspect of teacher.

As shown by the statistic data gathered that in general there is significantly different perception between RSBI and SSN students. The significance value .029 is less than .05 ( $.029 < .05$ ), it means that in general there was a significant difference perception between RSBI and SSN students. First, the difference perception found in giving students' responsibility/freedom aspect. RSBI students

positively respond to teachers' giving students' responsibility/freedom aspect. On the other hand, SSN students negatively respond to the giving students' responsibility/freedom aspect. Second, difference perception found in uncertain aspect. RSBI students reveal negative response. On the other hand, SSN students reveal positive perception toward uncertain aspect of their English teachers' interpersonal behavior. In addition, RSBI students perceived that their English teachers more cooperative in teacher-students interaction in the classroom than SSN students.

## **5.2 Suggestions**

Having finished conducting the study, there are some suggestions that might be useful for further study. It is suggested that QTI can be used by teachers to know their interpersonal behaviors displayed in their class. After they know what students perception on their interpersonal behavior teacher, it will bring the improvement of their teaching style, learning environment and also interaction with their students.

In order to be more convinced that there is any differences in perception of interpersonal teacher behavior between RSBI and SSN students, especially toward English teachers, further researchers are suggested to take more sample. Besides that, it is suggested to further researchers to develop QTI, not only to find the difference in perception based on students but also for other aspects such as the difference perception between teachers and their students or the correlation of students perception and their cognitive achievement.