

CHAPTER FIVE

CONCLUSION

This chapter presents the summary of findings and conclusion. Besides, this chapter also presents some suggestions that the writer hopes will be useful for the English department students who have an intention to do a research on teacher talk for holistic English class.

5.1 Conclusion

A classroom is a place where learning – teaching process takes place or where a teacher can give comprehensible input in the form of explanations and questions. The students will be able to follow the teacher's explanations and questions only if they can accept and understand the input by expressing or using their own thought or opinion. Sometimes, the teacher is often unaware of the important role played by comprehensible input and modified interaction in the classroom discourse; she / he often dominates the classroom talk that cause a much less active role played by the students. In order to solve this problem, a teacher is expected to be a good facilitator who facilitates the process of learning and of making learning a foreign language easier for the students.

The writer conducted this study to find the kinds of teacher talk and the linguistics features of teacher talk in the holistic English teaching class at Wima Kids. The data were taken by recording the spoken discourse in the classroom and filling the checklist. She transcribed and analyzed the data according to the Flanders' Categories for Interaction Analysis. The findings of the study lead to the following conclusion:

- The kinds of teacher talk in the holistic class at Wima Kids are the Indirect Teacher Talk and Direct Teacher Talk. The indirect influence consists of “accepts feeling, praises or encourages, accepts or uses ideas, and asks questions”. While direct influence consists of lectures, gives directions and criticizes or justifies authority. The Indirect Teacher Talk took up the major portion of teacher talk (56.38%), it means that the teacher intentionally let the students to respond in their own way and encourage them to do so.
- Most of the teacher speeches are used full sentences to respond or initiate. It is a good fact that teacher almost always uses full sentences to communicate with her students. The sentences can be good models for the students to learn English sentences.

5.2 Suggestion

The writer indeed realizes that her study is far from perfect. There are likely several drawbacks in terms of its scope, instruments, procedure of analyzing the data and many others. Hence, she suggests some relevant points to the teaching and learning of English in the classroom of young learners and also for further researches.

5.2.1 Suggestion for the English Teaching and Learning

In order that the teaching and learning of English can achieve its goals, the teacher should understand the teacher talk well because it takes an important part of the effectiveness the teaching-learning process. Considering the findings of this study, the writer suggests:

- a. The teacher should raise the frequency in accepting the students' ideas and praising or encouraging the students so that the students feel comfortable in giving their opinion especially in initiating the talk.
- b. The teacher should modify an activity that can arouse students' talk for example by using a role-play so that the teacher is just as the facilitator. Besides, the teacher can use various and colorful media in teaching to attract their attention. It is important to note that the teacher should have a good class management and clear direction so that the class is still under her/his control.

5.2.2 Suggestion for further researches

In this study, the writer focused on analyzing the kinds of teacher talk only. She really hopes that in the next researches there will be a study in meta-language about different aspects, such as student talk or no talk / all talk instead of teacher talk. Besides, since this study is an observational one and it is only preliminary, this study did not use inferential statistics so the result could not be generalized. Therefore, it is suggested that there will be other studies of this kind which use more accurate statistical data so that what has been in this study can be generalized to a larger population.

BIBLIOGRAPHY

- Chaudron, Craig. 1990. *Second Language Classroom: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Claudia, Vanessa S. 2002. *Teacher Talk at "Easy Learn" English Course Surabaya*. Unpublished Thesis. Widya Mandala University Surabaya.
- Cook, Guy. 1989. *Discourse*. New York: Oxford University Press.
- Crystal, David. 1991. *A Dictionary of Linguistics and Phonetics*. London: Basil Blackwell Ltd.
- Dashwood, Ann. 2005. *Teacher Role in Classroom Discussion*.
Retrieved from
http://www.asian-efl-journal.com/December_05_ad.php. Dated June 28, 2006.
- Finocchiaro, Mary. 1964. *English as a Second Language: From Theory to Practice*. Regents Publishing Company Inc.
- Flanders, Ned A. 1974. *Analyzing Verbal Classroom Interaction*. Minneapolis, Minnesota: Burgess Publishing Company.
- Halliwell, Susan. 1992. *Teaching English in the Primary Classroom*. New York: Longman.
<http://www.teachingenglish.org.uk/think/methodology/holistic.shtml>. Dated June 28, 2006.
- Krashen, Stephen D. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman Inc.
- Lier, Leo Van. 1990. *The Classroom and the Language Learner*. New York: Longman Inc.
- Long, Michael H. 1983. *Classroom Oriented Research in Second Language Acquisition*. Rowley: Newbury House Publishers, Inc.
- McMillan, James H. 1992. *Educational Research: Fundamentals for the Consumer*. New York. Harper Collins.
- Rixon, Shelag. 1981. *How to Use Games in Language Teaching*. London: Macmillan.

- Scott, Wendy A. and Lisbeth H. Yterberg. 2004. *Teaching English to Children (19th Impression)*. New York: Longman.
- Shorrock, Diane. 1989. The Development of Language and Communication in
Sugden, D (ed) *Cognitive Approaches in Special Education*. London:
Falmer.
- Steele, Vanessa. -. *Which syllabus: The traditional and the holistic syllabus*.
Retrieved from
<http://www.teachingenglish.org.uk/think/methodology/holistic.shtml>. Dated
June 28, 2006.
- Suryawati, Rosalia E.S. 1997. *A Study on the Verbal English Interaction in Reading Comprehension and Structure Classrooms of the Second Year Students of SMUK "Untung Suropati" Krian*. Unpublished Thesis. Widya Mandala University Surabaya.