

## **CHAPTER V**

### **Conclusion and Suggestion**

This chapter consists of two parts. The first part is conclusion which discusses all the main points in the previous chapters. The second part is the suggestions for the teacher and further research.

#### **5.1 Conclusion**

Classroom is an important place for the teaching learning activities. It is a place where the teachers conduct the process of the study and give comprehensible input in the form of explanation and question. In the teaching-learning processes, a teacher takes very important roles. The teacher does a lot of things in the classroom and most of her activities are talking, that is communicating verbally with the students in her effort to present and discuss the teaching and learning materials as clearly as possible.

The students can learn the knowledge in the classroom or not based on their own understanding and though, it does also depend on the teacher's explanation and questions. The teacher often dominates the classroom talk that cause much less active role played by the students. This situation is opposite to the function of the teacher which expected the teacher to become a good facilitator who facilitates the students' process of learning.

The data of the study were taken by voice recording in the classroom. The researcher gathered the data, transcribed, and analyzed them based on Seventeen-Category System by Tsui Bik-May to find the frequency of teacher talk and student talk in English classes of the tenth grade. The findings of the study lead to the following conclusion:

1. The result of types of Teacher Talk mostly used in English classes is *Inform* with 24.2% and the second type is *Factual Questions* with 19.9%.
2. The result of types of Student Talk mostly used in English classes is students' response *restricted reply* with 74.4% and the second type is *Elicit* with 18.8%.

The results of this study showed that the teachers used a lot of Inform to initiate the students, so the students' responses were so passive. The teacher only gave some exercises to initiate the students, so the students only gave responds to the teacher when teacher called or asked them to answer. The students could not improve their target language. That situation showed that the interaction between the teacher and the students, were so passive in the classroom interaction.

## **5.2 Suggestions**

The writer realizes that her study is far from being perfect because there are several weaknesses in this study. Hence, the writer suggests some relevant points related to this study

### **5.2.1 Suggestions for English Teachers**

Based on the result of this study, the writer gave some suggestions to the English teachers to avoid the interaction in the classroom which dominated by Teacher Talk. Based on the theory of Interaction Patterns by Ur, the writer hopes that the teacher can give the various types of teacher talk creatively to create Full-Class Interaction in the classroom. Knowing that there are so many difficulties in learning the second language, the writer would like to give some suggestions that might be useful for the teaching-learning process:

1. The teachers can use more Elicit to make the students more active in participating the activities in the classroom. The teachers can give praises to the students who can

respond well, so it will encourage them to be better. The teachers can use *Display Questions or Genuine Questions* to trigger the students.

2. The teacher can use some fun activities to make the students enjoy and feel happy with the lesson. The teacher can give a game in the middle of the activities before giving an assignment or checking the students' understanding.

### **5.2.2 Suggestions for Further Researcher**

For the further research, it is suggested to observe deeper in more detail and accurate with a broader perspective, by using an interview for the teacher and the students, so we can know their opinion about the activities and the teacher's techniques in the teaching-learning process.

The writer hopes that the further researcher can choose a better schedule in doing observation, not too close to the examination, and do several times for the observation, so the researcher could do their best to get the data for thesis.

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