

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, based on the result and discussions in the previous chapter, the writer presents: (1) conclusion, and (2) suggestion.

5.1 Conclusion

Based on this result of this study, it can be concluded the seven types of teacher talk in classroom interaction are classified as follows: accepts feeling, praises or encourages, accepts or uses the ideas of student, asks the questions, lecturing, giving direction, criticizing or justifying authority. In addition, there are three types of learner talk in classroom interaction, i.e., student talks-response, student talks-initiation, and silence or confusion.

It is found that types of teacher talk in classroom interaction, 1) the teacher accepts and clarifies the learners' attitude or feeling tone in a non-threatening manner. 2) Teachers need to be aware that praise has a strong influence on student conduct. As a result, she rewards learners verbally and nonverbally throughout the teaching and learning activities. 3) Accepting and utilizing student ideas, which are rarely utilized by teacher. The students were less interested in asking the question this time. 4) The teacher asks both referential and display questions when asking questions. In any case, the teacher prefers to introduce display questions. This pattern is designed to draw the learners' attention to the topic at discussion. 5) The teacher's preferred way of delivering lessons is lecturing. She realized that the communicative approach needs the teacher to act as a negotiator rather than a knowledge transmitter. 6) During each period of the lesson, the teacher normally gives instructions. They are expressed as directive sentences. It is done at the beginning to notify the learners on what they will do with the lesson. However, in while activities, directives are followed in order to achieve the teacher's objectives. 7) Criticizing

the behavior and response of learners is performed in a humorous way. The teacher's challenge is to create students feel at ease while learning English. This approach is maintained in order to make the classroom environment as welcoming as possible.

Furthermore, as a conclusion for answering the second question in determining the types of learner talk in classroom interaction; 1) Students always respond to every question or direction from the teacher. The learner's response can make a significant contribution to the development of classroom interactions. The quantity of learner responses is proportional to the number of questions asked by the teacher. The more questions the teacher asks, the more responses the students will give. 2) During classroom interactions, students rarely initiate talk. The more the teacher initiates the conversation, the less the learners initiate interaction. 3) Sometimes students also just silent and confused when the lesson has been on. Either when the teacher gives questions or gives directions about the lesson.

5.2 Suggestion

According to the conclusion described above, the researcher delivered some suggestions to the students. For the students, they should be more active both in terms of asking questions to the teacher and initiation themselves to the lesson. It is also expected that students frequently express their ideas and respond to the teacher's every statement and command. As a result, good classroom interaction between teachers and students is achieved.

Second, for the teacher. The researcher suggested that to encourage learner initiative, the teacher should reward those who ask questions. The teacher should then teach in a more relaxed manner and provide some relaxation for the students. Don't just concentrate on the lesson and ignore what the students are going through at the time. As a result, the teacher should be creative.

Textbooks and lesson plans are essentially blueprints or building frames. It is recommended to use lesson-related games, methods, teaching models, strategies, and so on.

Finally, suggestions for the other researcher. More research is needed to look into another part of how to make the classroom interaction more appealing. It would be preferable if the study was conducted over a longer period of time in order to contribute to additional contexts. Because this study only used observation and interview to get data, using other research instruments such as questionnaires and document analysis will provide more complete data. Only three classroom observations were required for this investigation. If the classroom observation was done for more than three meetings, other phenomena could be discovered. In terms of the number of students and classes participated in this study, it would be preferable if the sample class included more than one teacher and 30 pupils. As a consequence, the results could be more diverse. It would be preferable if the next researcher compared the teacher discourse in classroom interaction in senior high school with another instructor based on gender, educational background, teaching experience, or cultural background. It can be determined whether distinct results are found from one another by conducting this because it is assumed that different people have different features and personalities.