

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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

#### **5.1 Conclusion**

The data gained from observation and interviewed were analyzed by using thematic analysis. The results of this study showed that there were eight categories of teacher talk and student talk use in classroom interaction of EFL Class at SMAN 1 Air Kumbang. As perceived by them, the categories are 1) accept student feeling, 2) praise or encouragement, 3) accept or use student idea, 4) asking question, 5) lecturing, 6) giving direction, 7) criticizing or justifying, and 8) student talk response. In addition, in order to make the relationship between teacher and student in class more effective, the interaction is needed. The interaction is includes the action or talking. So, teacher and student talk are important thing in classroom interaction.

#### **5.2 Suggestions**

##### **5.2.1 for the English Teachers**

It is suggested that in order to have effective teaching in the class especially EFL class, teachers should have idea or strategy to start the conversation with the students. They should motivate and make the students more enthusiasm in learning by using praise or accept the student idea. As an educator, the teacher also caring to the student

behavior by giving critics or advice to make the students have better attitude.

### **5.2.2 For Learners**

Especially for learners that want to be a teacher, they should know about how to make the good interaction with the students in class. What kinds of the categories of teacher talk that can use in classroom interaction. When they comprehend about it, they can be an effective teacher and motivate their student in teaching and learning.

### **5.2.3 For Other Researchers**

This study is describing the categories of teacher and student talk in English classroom interaction. It is necessary to conduct further study to complete this study. The researcher recommends further action research in the attempt of improving the student talk in teaching, how to make student active talking in class, using category of teacher talk in teaching English by Flanders.