

## 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

The classroom is a place where interactions of various kinds take place, affording learning opportunities to acquire second language learners (L2), as defined by Ellis (1999). Inside the classroom, a teacher takes an important role since the teacher conducts the process of the study and gives comprehensible input by giving explanation and question. In giving the comprehensible input, teacher does lots of things in the classroom and most of her activities are talking which shows the verbal communication with the students in her effort to present and discuss teaching learning material as clearly as possible.

Through teacher talk, the students learn the knowledge in the classroom on their own understanding which is also from teacher's explanation and questions. The teacher's explanation and questions often dominates the classroom talk which causes the students have talk less in the classroom. 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. However, in this research, the high initiation from the teacher becomes the right way to be done since the students learn about the basic of Reading A which needs guidance more by the teacher.

The data of the study were taken by audio recording and audio visual recording inside the classroom. The researcher gathered the data, transcribed using Jefferson Transcription Notation, and analyzed them based on Seventeen Category System by Tsui Bik-May to find the frequency of Teacher Talk and Student Talk in Reading A classes. The findings of the study lead to the following conclusion:

1. Types of Teacher Talk which were used by the teacher of Reading A are *elicit (factual question, yes no question, reasoning question, explanation question), information question, direct, nominate, inform, recapitulate, frame, check, evaluate (encouraging and negative), accept, comment* and *clue*. The most commonly Teacher Talk used by the teacher is *inform* with percentage 23%, *yes-no question* with percentage 15.9%, and *factual question* with percentage 9.5%. In responding the students, teacher did *accept* with percentage 10.4% and *clue* with percentage 2.0%
2. Types of Student Talk which were used are *reply (restricted reply and expanded reply), request, elicit, and interrupt*. The common Student Talk used by the students is *restricted reply* with percentage 20.6% the students' *elicit* only gets 2.2%.

The research's result showed that the teacher used initiate especially inform to the students. This condition made the students' responses emerge less inside the classroom. The teacher used "inform" type to give information that the students did not know about the topic, so the students only gave response to the teacher when teacher called or asked them to answer. The material of the Reading A was

transferred better to the students; on the other hand, the students could not improve their target language.

## **5.2 Suggestion**

The writer realizes that her study is far from perfect because of the numerous weaknesses in. Hence, the writer suggests some relevant points which could potentially improve this study.

### **5.2.1 Suggestion for Teachers**

Teacher Talk can be advantageous for students to get a stronger grasp on the material of the course, based on the results of this research. Since this study was an observation of a reading course in English Department in one of private university in Surabaya, it would be beneficial for teachers of the Reading course. Acknowledging the relevancy of the results, the teacher could improve the teaching strategies and techniques inside the classroom to aim more on students' production inside the classroom. As the facilitator, the teacher has to support the students by giving chance to express and speak inside the classroom. Knowing that difficulties in learning the second language abound, the researcher would like to offer some suggestions that might be useful for the teaching – learning process:

1. As teachers, the talk should be based on the “quality” rather than the “quantity”. Good Teacher Talk should be judged by how effective the talk is to facilitate learning and promote communicative interaction in the classroom. Using referential or genuine question would make the students participate more actively in the class.

2. As teachers, it is better to use the three stages of Reading inside the classroom so that the students could have better understanding about the passage in a more guided, linear and structured fashion. Moreover, in this English Department, the students would become future teachers who should fathom the implementation of the Reading stages.

### **5.2.2 Suggestion for further research**

For further research, classroom interaction has several scopes that are worth investigating, so it is beneficial to conduct the similar study with a different framework, such as, teachers questioning strategies to give more significant contributions in the teaching and learning process, or the teachers questioning and feedback to the students' response. Moreover, it is suggested to conduct an interview with the students to shed more light on the students' opinion about the activities and teachers' techniques in the classroom. Hence, she also hopes that the further research in this area would utilize better scheduling in carrying out the observations, that is, ensuring sufficient recording time before the examination period.

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