

## **Chapter V**

### **Conclusion and Suggestion**

The researcher encourages himself to write two parts of this chapter. The first part is conclusion of the thesis. It sums up the main points which have discussed in the previous chapters. The second part deals with some suggestions of the study.

#### **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 explanation and question. The students can learn

the knowledge in the classroom or not based on their own understanding and though, it does also depend from the teachers' explanation and question. Mostly, the teacher is not able to recognize the role played by comprehensible input and modified interaction in the classroom discourse. They often dominate the classroom talk that cause much less active role played by the students. This situation is opposite with the function of the teacher which is teacher expected to become a good facilitator who facilitates the process of learning of the students.

Challenged to find out the student talk in Intensive Course (IC) classroom the researcher conducted this study. The observation took place in teaching English department of Widya

Mandala Catholic University Surabaya and the subject is the students from semester one academic year 2010/2011 who take Intensive Course. The objectives are to find out the kinds of student talk are found in IC classes and which kind of student talk is commonly used in IC classes.

The data of the study were taken by recording discourse in the classroom under observation. The researcher gathered the data then, transcribed and analyzed them based on Seventeen-Category System by Amy Tsui Bik May to find the frequency of student talk in each teacher's classes. The findings of the study lead to the following conclusion:

1. The kinds of student talk found in teacher A's class are as follows:

- Students' response restricted reply with 55%
- Students' response expanded reply with 37%
- Students' initiate elicit with 8%
- Students' response apologize with 1%

2. The kinds of student talk found in teacher B's class are as follows:

- Students' response restricted reply with 59%
- Students' response expanded reply with 29%

- Students' initiate with 12%

3. The kinds of student talk found in teacher C's class are as follows:

- Students' response restricted reply with 69%
- Students' response expanded reply with 22%
- Students' initiate interrupt with 2%
- Students' initiate elicit with 7%

4. The kinds of student talk found in teacher D's class are as follows:

- Students' response restricted reply with 50%

- Students' response expanded reply with 30%
- Students' initiate elicit with 16%
- Students' response apologize with 2%
- Students' initiate request with 1%
- Students' initiate interrupt with 1%

5. The kind of student talk mostly occurs in IC classes is students' response restricted reply with 58%.

## **5.2 Suggestion**

The researcher realizes the research is far beyond to be called perfect. Therefore, the researcher encourage himself to give some suggestions in teaching-learning process and for further research.

### **5.2.1 Suggestion in Teaching-Learning Process**

Teaching-learning process is the vital part to conduct students' talk. It should be fun and interesting enough if teachers want to have a better result in students' talk. In colleges, teachers can be more freely in conducting students' talk because most of the university students spend their times in the classroom. Many things they can do in the classroom, such as: interacting with

their classmates or teachers, answering teacher's questions, having a class discussion, doing a class performance, and many more. If the students can participate the class activities actively, the teacher will have a good chance to conduct an active class. Teaching learning process can be successful if there is a good cooperation among teachers and students in class. Above all, the writer would like to give some points that can help the teacher conduct active classes especially, the teachers in English Teacher Training of Widya Mandala Catholic University:

- ◆ The teacher should modify the technique well, so in the teaching learning activity the students will not get bored easily. For

example, giving games once a week and watching a movie once a week. By giving games and watching movies, they can make the students like the teacher's class. Hopefully, those students who like that teacher's class can act actively in the classroom.

- ◆ Presentation is one of the teaching methods to conduct active classes. The teacher can ask the students to conduct presentation once a week or every time they finish one chapter. By this method, the teachers will know the level of the students' understanding of the lessons.
- ◆ Having a discussion and acting a role play are also good methods to enhance students'

initiate in the classroom. Discussion can be conducted every time before starting the grammar section and acting a role play can be conducted every time after finishing a dialogue part in the text book (the students come to the front and act out the dialogue).

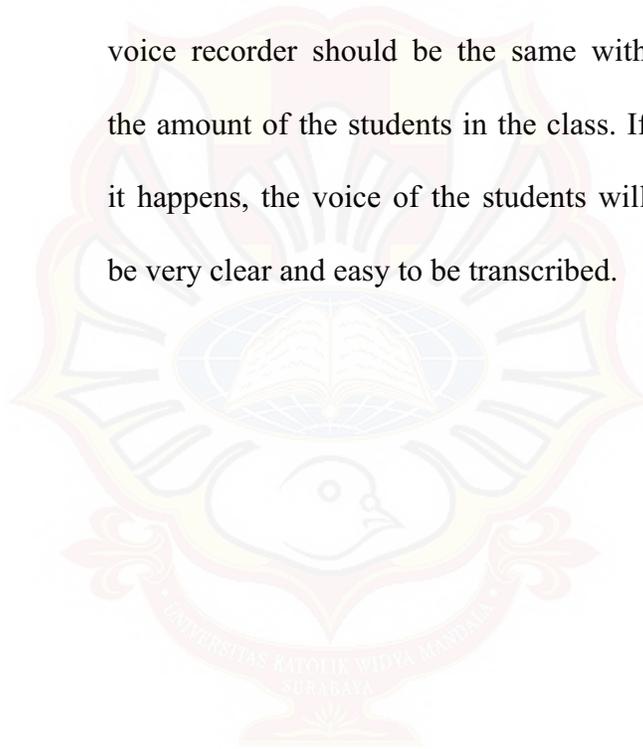
### **5.2.2 Suggestion for Further Research**

For further research, the researcher gives some points to make more brief and detailed research. Some points that can be carried for further research are follows:

- Interview each student who take Intensive Course to know their backgrounds and culture. The data that obtained from the

interview can enrich the source of the data.

- As mentioned before in this research there are only three voice recorders. One voice recorder for the teacher and the rest for the students. The number of the voice recorder is too few. The number of the voice recorder should be the same with the amount of the students in the class. If it happens, the voice of the students will be very clear and easy to be transcribed.



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