

CHAPTER V

CONCLUSION

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This chapter consists of two parts. The first part will be the summary of the thesis which has been discussed in the previous chapters. The second part will be the suggestions which can be a feedback for the subjects of the observation.

5.1 Summary

Many times, teachers do not act as they are actually required. One of the requirements is that teachers should create a communicative atmosphere in the classroom. So far, teachers seem to be the dominant figure in the interaction. Actually, a teacher is demanded to be a good facilitator who facilitates the process of learning, of making learning easier for students, helping them to clear away roadblocks and to find shortcuts. This facilitating role requires teacher to avoid a directive role.

So far, many teachers know about their subject matter very well, they are experts in it. Unfortunately, they do not understand how to influence their students in the right way so that the students may have a motivation to learn more.

Based on these thoughts, the writer conducted some observations on two teachers from Teacher's Training Faculty of Widya Mandala Catholic University to see how far the their talk affect the students' performance in class and how they can modify their talk so that the students will learn more.

The data were taken by recording the discourse in the classrooms under observation. They were transcribed, and then analyzed according to Flanders' Interaction Analysis System. Finally, the findings of the analyzed data led to the following conclusion :

1. Teacher Talk will promote the students' performance in class if the teachers reduce their talk and create a communicative atmosphere. Both teachers, teacher "A" and teacher "B", did not provide the students with a communicative atmosphere. Their talk which dominantly played the major role affect the students not to respond as expected.
2. Teacher "A" modified his talk in his questions which were posed to the students. It helped the students to give clear and predictable answers. Teacher "B" modified her talk by developing her explanation or information. Through this action, the students could get a better picture of the material being discussed. They understood what they had not understood before, in short, they learnt more.

5.2 Suggestions

This study is very limited in scope and also in presenting evidences about the interaction between teacher and students, especially Teacher Talk in verbal interaction in the classroom. Above all, the writer would like to suggest some points which may be useful for other teachers who read this study, especially for the teachers from Teacher Training of Widya Mandala Catholic University.

1. In teaching reading comprehension, teachers should ask questions to motivate the students to interact. It is much better that the questions are not too narrow or too broad in scope. It means that the questions are still related to the topic of the discussion but the teacher can modify them by adding some points from other sources. Evaluation questions are also possible in this case.
2. To create an interactive or communicative setting, teachers can modify not only their talk but also the activities of the learning process. For example, the teacher can change the activity of reading some texts, asking questions, etc., with group discussion. The students are asked to read a text for some time and then they are told to close the book. Then the teacher starts to give some clues by . Here, the teacher acts as a facilitator who facilitate the discussion not to control the discussion, while the students act as communicators who manage their own learning.
3. The material should be according to the students' level of difficulty. Materials which are too difficult will put the students in silence, while ones which are too easy will make the students bored. As a result they will not pay attention to the teacher, they will talk to each other.
4. Jokes are needed to make a relaxing relationship between the teacher and the students. Thus, the teacher are expected to be able to find some points which can be made as jokes.
5. In spite of giving commands, the teacher can use directive questions to change the students' behavior. For example, "Will you come on time ?" The teachers are expected not to discourage the students but to encourage them to learn.

5.3. Recommendation for Further Research

For further research, the writer recommends other researchers to make a deeper and more detailed observation. Some points that may be considered to carry on further research are as follows :

1. Researchers can try to use more classes with different ability levels.
2. Different instruments to analyze the data may be varied so that broader perspective can be obtained.
3. Video camera is also possible to make the recording of what happens during the classroom interaction.

The writer hopes that through some recommended points above other researchers will be able to get broader insights that later can be used to give feed back to the subjects under study.

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