

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusions of the research and the suggestions for further research. The first part of this chapter aims to give concluding remarks on the present research concerning teacher's speech modification strategies and reasons behind it. The second part of this chapter presents suggestions based on earlier explanations and descriptions.

#### **5.1 Conclusions**

As explained earlier, the purpose of this study are investigating what the teacher modifies her speech when talking to elementary school students and identifying the motives behind the modifications.

Based on the result of analysis, modification strategies employed by the teacher includes phonology by modify pronunciation including simplified, standard or even exaggerated pronunciation. Modification in timing by making shortstop when conveying complete utterances. Modification in lexis by avoiding of more advanced language types such as idioms and colloquialisms and the use of words that are more common and therefore, presumably more familiar to students. Modification of syntax by omitting part of the sentences. Modification in discourse by modifying a framing move which is using learners' understanding of a known experience or situation to assist in the comprehension of something new and self repetition that includes exact repetition, expansion and paraphrase. In

addition, there was also strategy that is not included in taxonomy speech of modification that is the use of code switching.

Moreover, the reason behind teacher's speech modification, generally, is aimed at aiding student's comprehension by reducing attentive and cognitive load of the students.

## **5.2 Suggestions**

### **5.2.1 Pedagogical Implication**

Regarding to the finding of this research, due to the importance of teacher talk, as exposure of English, in the classroom of FL setting, teachers need to know the importance of their talk for students, by using more of target language when they are teaching in order to provide more comprehensible inputs to the students.

Moreover, teachers needs to be aware of modifications strategies in their speech since by employing those strategies teacher can provide the students with comprehensible inputs.

### **5.2.2 Further Research**

Due to the limitations and weaknesses of the present research, several suggestions for further research are necessary to mention. The present research examines teacher's speech modifications strategies and its reasons. The next research can take deeper scope of investigation toward investigated aspects, using different frameworks, and administering much more samples of different settings and contexts.