

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is intended to draw the conclusions and suggestions from the elaboration of findings and discussions in Chapter IV in reference to the research questions proposed in Chapter I.

#### 5.1 Conclusions

This study was aimed at investigating the categories of teacher talk that are found in teaching and learning process and its implication on learner talk as a part of students' classroom participation. From the findings and discussions that have been elaborated in Chapter IV, this study has found some conclusions related to teacher talk in classroom, based on the research questions proposed in Chapter I.

Firstly, from the data transcription, it is found that "asking question" is the major event in the teacher's ways of conducting learning activities. This is proven by the percentage of this category that takes up 56.2% over all teacher talk categories, which are accepting feeling, praising or encouraging, accepting or using ideas of students, asking question, lecturing, giving direction, and justifying or criticizing authority. Most of the questions found, however, are not considered as effective questions based on Tan (2007), who proposed that questions have to be given based on its purposes in each step of teaching process. The findings show that from four meetings of classroom observation, in the three of them, the teacher did not use any questions at the beginning to motivate and discover what makes the students interested in learning. Instead, she directly talked about what was being learned. For instance, the teacher asked about the students' understanding of direct and indirect speech, without telling the activities they were going to be done in the meeting or discovering their interest in learning the lesson. On the other hand, in the process of the activity of all meetings, the teacher

did questioning to manage the class, invite students' contribution and participation and also to check the students' understanding of the lessons which is being delivered, which is in line with what had been stated by Tan (2007). At the end of the class, the teacher did not use any question at all, whether to give reinforcement of what have been learned or to make the students pay attention to the task given. This situation could not be considered as a good way of teaching related to "asking question" category, because there should be questions asked at the end, in order to assure that the students get what had been taught and also understand to the tasks given.

Revealing the impact of teacher talk categories on learner talk in classroom could be done by investigating the most used category in both, teacher talk and learner talk. The great number of "asking question" category in teacher talk has given much influence on the appearance of learner talk category that was mostly found, which was "student talk-response" category. Logically, questions will be responded by "responses" instead of "initiation". This situation is also found in the findings of this study, which show that "student talk-response" category got 95.6% from the learner talk categories, which are "student talk-response" and "student talk- initiation". It means that the use of questions by the teacher has successfully stimulated the students to get involved in the learning activities, specifically in initiating the knowledge negotiation. However, the responses found in the findings could not indicate the students' level of language competence because the answers were mostly in short form, not in a complete one. This condition might be influenced by the type of teacher's questions that were mostly leading questions or yes/no question, by which the students could not show higher level of cognitive skill as well as their ability in using the target language. On the other hand, the great number of "asking question" and "student talk-response" might be caused by the learning competence that was implemented in the class. All of the meetings of English class that have been observed focused on sentence structure that require much attention on grammatical rules, in which

the teacher took more time in talking and explaining the concept. In this situation, “asking question” might be considered as the appropriate strategy in involving the students to participate, and also in checking their understanding of the lesson as well. As the result, the percentage of “student talk- response” was found bigger than “student talk- initiation” in all meetings.

The great number of “asking question” category, as well, resulted on the amount of teacher talk that is bigger than learner talk in classroom, which is about 65.27%. Regarding the interview data about the teacher’s perspectives of the roles of teacher talk in classroom, she claimed that her students in this year are 70% active participating in classroom by using English. This situation is not suitable with the findings of the video-taping data that show the different situation, which was proven by the calculation of the amount of teacher talk and learner talk. In the data gathered by video-taping, the amount of learner talk in classroom were only 29.2% over the whole talking time in classroom, which indicated that the teacher was very dominant and the language learners were less active in learning teaching interaction (Setiyadi, 2006).

In regard with teacher talk category that is mostly used, the teacher believes that the use “asking question” category should be based on the learning competence that is being implemented. She also claimed that this category is usually used for a number of purposes, such as to check students’ understanding of particular concepts, to check students’ pronunciation in answering the questions, or even to check whether they understand what the question is about. This is in line with what was found in the findings of video-taping data, in which the teacher’s questions were purposed to check students’ understanding of the lesson, and also to get them involved in the learning activities.

## 5.2 Suggestions

In relation to the practice of language teaching and learning, several suggestions are drawn to teachers in general, as well as to the future research related to classroom interaction. The suggestions are elaborated in the following:

1. The future research is expected to conduct the observation in more meetings of English class, in order to assure that the data gathered could provide more information about the pattern of teacher talk categories that appear in classroom.
2. It is also expected that the future research could involve more participants, in order to give more perspectives, from which the study will be conducted. For instance, by involving the students as the participant in interview to investigate the implication of teacher talk on learner talk from their point of view, based on what they really feel.
3. In terms of teacher talk categories, particularly in asking question, which is the major event of teacher talk, teachers should pay more attention to the questions that are going to be proposed. Because it gives much influence on how the students' responses will be. It would be better if the questions are higher level questions that require not only students' comprehension of some particular concepts, but also their cognitive skill and critical thinking.