

## **CHAPTER V**

### **CONCLUSION**

This chapter elaborates the research conclusions and suggestions based on the research investigation. Basically this chapter is divided into two sections, first is conclusion of teacher talk and learner talk in classroom interaction and the second is suggestion of teacher talk and learner talk in classroom interaction.

#### **5.1. Conclusions**

##### **5.1.1. Teacher Talk**

The findings of this research on teacher talk can be summed up as follows:

1. Teacher accepts and clarifies an attitude or the feeling tone of the learners in non-threatening manner.
2. Teachers realize that praises are powerful determinant behavior. Therefore along the teaching and learning activities he provides reward to encourage learners verbally and non-verbally.
3. Accepting and using the ideas of the students rarely used by teachers. On this occasion, the learners were less initiated in asking the question.
4. In asking questions, the teacher uses both referential and display questions. Anyway, display questions are dominant used by

teacher. This pattern is intended to make the learners attentive to the subject of discussion.

5. The teacher usually uses lecturing as a method to deliver lessons. He realized that the concept of communicative approach requires the teacher as a negotiator rather than as a transmitter of knowledge.
6. A teacher usually gives direction in every period of lesson. They exist in form of directive sentences. In the beginning period, it is done to inform what the learners will do with the lesson. Whereas, in whilst activities directions are performed to fulfill teacher's intention.
7. Criticizing the behavior and response of learners is performed in humorous way. The teacher's intention is to make learners comfortable in learning English. This way is sustained to make the classroom atmosphere as friendly as possible.

#### **5.1.2. Learner Talk**

The result of this research on learner talk can be summed up as follows:

1. The students always give response to every questions or directions from the teacher.
2. The learner's response can give good contribution in building the classroom interactions.

3. The quantity of learner-response is in proportion of teacher's questions. The more the teacher asks questions the more the learners will responses.
4. The learners seldom initiate to talk during the classroom interactions.
5. The more the teacher's initiates the talk the less learners initiate the interaction.

### **5.1.3. Advantages and Disadvantages of teacher talk and learner talk**

The result of this research on advantages and disadvantages can be summed up as follows:

1. Teacher always giving praises in verbally to motivate the learners be more active in classroom interaction.
2. Teachers figuring out the whole description of teaching learning process.
3. More active learners is motivated the teacher in improving capability in organizing and managing the learners.
4. Helping the learners in understanding the lessons.
5. Giving praises in verbally are motivated the learners being more active in classroom interaction
6. The teacher speaks more than the learners; the teacher mostly used Indonesian rather than English.

7. Interactive communication is motivated learners be active in the classroom.
8. The proportion of teacher talk is more dominant than the learners.
9. Learner mostly response in Indonesia rather than English.
10. The learners seldom asking question to the teacher.

## 5.2. Suggestions

In line with conclusions stated above, the following suggestions are proposed for better teaching and learning in classroom interaction:

1. The first principle, and the most important, to keep in mind is that the learners want to speak English. The teacher's role is as a resource to manage them to speak in classroom interaction.
2. In order to encourage learner initiation, the teacher should give rewards for them who ask question.
3. Use variety, the lesson should be interesting. Doing the same thing for too long will be boring for learners.
4. The teacher should be creative. Textbook and lesson plans are basically just a blue print or a building frame. Applying games that related to the lesson is suggested.
5. Create and maintain a relaxed and friendly environment.