

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a brief summary of the results and discussion in the previous Chapter and the answers of the research questions. Then, this Chapter also describes recommendations including the limitations of the study to give the insight for the next studies in similar fields. Thus, there are two sections in this Chapter; conclusions and recommendations.

5.1 Conclusions

The current study aims to investigate the realization of teacher talk in the stages of scientific approach. This study covers the classroom discourse analysis utilizing the systemic functional perspective. To be more specific, this study reveals the analysis of interpersonal meaning realized by teacher in his talk during the teaching-learning activities through the stages of scientific approach. The analysis of interpersonal meaning first needs the analysis of speech function realization followed by the realization of mood typicality in teacher talk. The findings and the discussion have been described in the previous Chapter. Thus, this section describes the conclusion of the results of the study.

It can be concluded that the teacher talk can influence the quality of teacher-student relationship. As the highest speech function realized by the teacher is *question*, it indicates that the interaction in teaching-learning activities through the stages of scientific approach is dominated by exchanging information. In this case, the teacher also used *question* to attract students' attention and to help students get across the material. Thus, it shows that the teacher talk has the contribution to foster students' learning engagement in the classroom. The teacher also makes the interaction balanced between exchanging information and services through the use of *command* as the second highest speech function realized in the talk. It indicates that the teacher talk has the contribution to facilitate students to demonstrate what they have learned in teaching-learning activities. In addition, the teacher also used the talk in the interaction successfully. It is shown by the students' understanding of the topic discussed since the teacher only realized

contradiction three times. However, the teacher talk is still lack of fostering students' initiation and it is shown by the use of *acceptance* which only occurs two times. It indicates that the students rarely give *offer* in teaching-learning activities.

Second, as the teacher produced more speech function in the stage of observing, it shows that the teacher talk has the significant contribution to prepare students' participation in teaching-learning activities. In the stage of observing, the students are encouraged to observe the objects related to the topic discussed. In this case, the students observed analytical exposition text in the first until third session and the rules of passive voice in the fourth session. The aim of the observing stage is to prepare students with sufficient knowledge related to the topic. Thus, in this stage, the teacher produced more statements which contain the explanation and information to help students in observing stage.

Third, as the teacher realized more typical mood choice, it can be said that the teaching-learning activities run in the normal way. The teacher talk is expressed in the usual and normal way to convey information in teaching-learning activities. However, there is an interesting part in the discussion of speech function typicality. The teacher also used the non-typical mood choice to realize the speech function. It is done to modify the talk which is quite long to be expressed in *command*. Thus, the teacher expressed it in the form of declarative and interrogative. It is interesting because the teacher who has the higher power do more strategy in classroom interaction.

5.2 Recommendations

The answer of the research questions have been explained in the section of research result. However, there are several limitations found in this study. The limitations of this study will affect the result of the study as well. In addition, the limitations will gain the gap that can be the possible topics or aspects for the further research to conduct the similar investigation regarding the analysis of teacher talk. After conducting the investigation, this study could expose the interpersonal meaning realization of teacher talk in the stages of scientific approach. However, as the study also has several limitations, the current study

proposes several recommendations. Therefore, this section describes the limitations and recommendations regarding the study in the similar fields, for teachers and other researchers.

The first limitation is about the analysis of the three metafunctions. The classroom discourse analysis through the perspective of systemic functional linguistics will be more detailed and comprehensive by adding the three metafunctions analysis (ideational, interpersonal, and textual metafunctions). Since the systemic functional perspective sees language as resource for making meaning, the three metafunctions can help to provide the detailed description of teacher talk analysis.

The second limitation is about the data collection method. This study does not include the participants' response and views toward the implementation of scientific approach in English language teaching. This limitation occurred because this study is restricted to the realization and exploration of teacher talk, based on the analysis of interpersonal meaning in the specific teaching procedure. Another consideration is the limitation of time and in conducting the current study. Thus, there is the possibility of the different result if the interview section is included in the study.

It is suggested that the teacher should use the teacher talk well, especially in conducting the specific teaching procedure. The lowest speech function realized by the teacher shows that the teacher is lack of fostering students' initiation in teaching-learning activities through the teacher talk. Thus, it is important for teacher to improve the talk used in the classroom including the classroom language to create the better students' learning engagement. It is also suggested for English teachers to be able to choose the approach and methods for teaching English. In using the scientific approach, the teacher should be able to encourage students to be more active in the five stages of scientific approach. Finally, the teachers should read more investigations on other practices of teaching learning process with the specific procedure in different settings to increase the understanding of how each teaching approach fits in various settings and participants.

Other researchers interested in the similar field may conduct the further research based on the gaps and limitations found in this study. The investigation about teacher talk realization can be varied because there are several perspectives in terms of its analysis. The use of different perspective is suggested for the further research. In addition, the further research may also discuss the comparison of teacher talk realization between the functional and non-functional perspectives. It is also suggested to conduct the comparison between novice and experienced teachers or male and female teachers in terms of the participants of the study. Thus, it will give more complete descriptions of the dynamics occurring in classroom discourse and interaction.