

CHAPTER V

CONCLUSION AND RECOMMENDATION

Based on the discussion that is proposed in previous other chapter, the investigation concludes as follows.

5.1 Conclusion

The organization of teacher talk in terms of instructional talk and management talk in teaching English language classroom for young learner provide students with opportunities to participate actively in classroom. The active participation is useful for the students in creating opportunities for new learning experiences for language learning.

Teacher talk contributed to increase students' participation, and students indicated a positive perception and attitude toward the teacher talk and their performances. Teacher used initiation in giving correction, asking questions, giving instruction and encouragement. Organizing teacher talk in instructional talk provide the students opportunities to give responses relate to the teaching material, and teacher talk in management talk provide students the opportunities to do activities in classroom or work on exercises in a discipline way, it also enabled them to take responsibility for their own time in completing the activities or task given by the teacher.

As a result, majority of the students have a high active participation in classroom, and also a positive perception toward the teacher talk. The result revealed that the students were highly encouraged to participate in every classroom activities. They were aware of their own capability, strengths and weaknesses and what to do in every situation. Their awareness helped them to participate when they should and needed to. They realized that students' participation are important and they were mindful of what they could get from being participated in classroom activities.

This paper has presented a different findings from the previous research that that asking questions is the most talk used by the teacher in an English classroom (Aisyah; 2016; Yanfen & Yuqin, 2010). It proves that giving correction was used the most as the meetings observed was aimed to learn pronunciation It is also found that teacher talk did not dominates the classroom as mentioned by Edward and Westgate (2005). Students' participation was higher than the teacher talk in the context of participation in class discussion. Students' participation has 54.25 % of the total percentages while teacher talk has 45.75 % of the percentages.

It can be concluded that most of the students liked to participate in classroom activities. Most students were aware of the importance of participate in classroom. High participation appears when they do the activities such as offering ideas in quick-questions given by the teachers, game activities, work collaboratively with desk partners and followed teachers instruction as a guide. However, some students were not aware of the important of participation by stating that participation is not really important so they participate in class only when they have to participate.

5.2 Implications of the study

The study entitled "Teacher talk in encouraging students' participation in the classroom" was aimed to analyze the most talk used by the teacher in classroom teaching-learning and how do the talks influences students' participation in learning. Hence, the result of this study is expected to help teachers in developing a conducive classroom.

Regarding the implications of the study, it showed outcomes that will be beneficial for English language teaching and learning in Indonesia. The findings of this study can substantially beneficial for the English teachers and researchers.

The first implication is beneficial in practical benefit that managing teacher talk in classroom is important. Teacher should pay more attention and careful consideration in conducting a talk in classroom to encourage students' participation as it plays an

important role to achieve educational objective. Teacher talk in terms of instructional and management context will help teacher in managing their talk in classroom.

The second implication is that this study will help educators and researchers in identifying students' participation types occur in a classroom and making it a full of use rather than merely emphasizing on the amount of each types of participation.

The third implication stems from the reframing issue on the students' participation and teaching mode carried out by the teacher in this study. Students' participation are important for the students to obtain a meaningful learning. Developing students' participation was very important for effective language learning but the participation has to be focused on students-centered rather than teacher-centered. The findings point to a specific teaching mode that the teaching and learning was done in teacher-centered mode. Teacher should allow students to explore more knowledge themselves. With a creation of students-centered, students may be more likely to make more and higher initiation and participation in classroom.

5.3 Limitations of the study

This study has some limitations. First, due to the limitations of time for my work and the allocated length time that varied in each meeting observed, it was not possible for me to observe teacher talk and students' participation over a long period, and thus the data collected do not seem to be overwhelmed.

Secondly, the findings has limitations as the framework of teacher talk employed in this study was only focusing on the context of instructional and management talk. Teacher talk as a language has deeper context than just a language function. Also, students' participation types analyzed in this study did not seem to cover all types of students' participation occurred in the EFL classroom.

5.4 Recommendations for further research

In relation to the findings of this study, the following recommendation are offered for EFL teachers and further research.

1. EFL teachers are advisable to pay attention to the teacher talk aspect in questioning the students. Teachers should ask more high-press questions rather than low-press questions. High-press questions will challenge a deep thinking for the students to giving answer as a form of active participation. And students-centered learning is recommended in order to gain a higher level of students' participation
2. For those who are interested in conducting similar research, they are suggested to analyze the teacher talk in another framework as well as students' participation characteristics. This suggestion is in order to gain various series of data and to analyze whether the interaction is occurred between teacher-students or students-students.