

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents conclusions and suggestions based on the previous explanations and descriptions.

5.1 Conclusions

This section presents the conclusions of the study conducted based on the research questions. The focus of the study is the verbal interaction in the classroom, particularly on the portrait of teacher talk and student talk and the way the teacher gets student response.

This study proves the findings from the previous research that the teacher plays dominant part in the classroom interaction suggested by Nunan (2001). The percentage of teacher talk is 54% and students talk is 44%, and silence is 2%. However, the dominance of the teacher talk is valuable since the teacher fully uses target language as language input and it is proposed to direct the students to express their ideas.

This study comes up with some categories of teacher talk, beginning from the highest percentage to the lowest one: asking question, giving direction, criticizing, accepting ideas, lecturing, accepting feeling and praising. Those categories confirm

Flander's Interaction Analysis Categories (FIAC) system of analysis developed by Flanders (1970).

From interaction and categories of teacher talk, teacher conducted indirect teaching than direct on. It can be shown from the high percentage of indirect teaching. It is highlighted from the bigger proportion of category of asking question, accepting ideas, accepting feeling and praising.

As discovered also from the finding, the teacher mostly plays roles as the controller and initiator. It can be seen from the high percentage of asking question, giving direction and criticizing by the teacher. In asking question, the teacher uses both of referential and display question. Consequently, the teacher leads the flow of interaction and creates an interactive classroom.

Regarding to student talk, this study has shown two types of the student talk covering response and initiation. During teaching and learning process, there are some students who make initiation in the classroom interaction. They are relatively brave and eager to ask questions and share their feelings and ideas with the teacher and the others. Furthermore, the proportion of response is higher than initiation and it plays significant part in the interaction. It can be concluded that the teacher talk has implication on students' motivation in participation since the teacher frequently asks questions, gives direction and criticizes the students.

5.2 Suggestions

After conducting the study, it is realized that there are many important implications to be explained and improved concerning verbal interaction, especially the teacher and the student talk. The following suggestions are offered for further research:

1. The first principle and most important, to keep mind is that the students want to speak English. The teacher's role is to facilitate and lead them in conversation.
2. In order to encourage students' initiation, the teacher should give reward for them who ask question.
3. Teacher can use various techniques to stimulate student response. Creating group discussion will give more opportunity to the students to talk and learn from their peers.
4. Teaching grammar and writing should be conducted in more implicit rather than explaining grammatical rules, for examples giving more input regarding such aspects in listening or reading.