

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter concludes of the presents study. It consists of two parts. The first part presents the conclusion, which is derived from the findings presented in the previous chapter. The second part provides suggestion and recommendation, which addressed to the teacher and the next researcher.

5.1 Conclusions

This study is about a portrait of teacher talk in classroom interaction in a senior high school in Pekanbaru. It portrayed the interaction in the classroom when the teacher was delivering material and investigated an English teacher and five students. The problems of the present study include (1) How does teacher develop classroom interaction in delivering material in EFL class? (2) What problems does the teacher face in developing interaction in delivering materials in EFL class? (3) How does the teacher overcome the problems?

With regard to the first question, It is found that the teacher developed interaction in the classroom mostly by asking questions, giving direction, and praising or encouraging. The teacher applied questioning strategies in initiating an interaction. In addition, she gave direction in implementing group work as one of main activities in sustaining interaction in classroom. Praises or encouragement was also given to the students to motivate them to interact in the classroom.

The second question concerns problems faced by the teacher in classroom interaction. This study found that the teacher faced some problems in developing

classroom interaction. The problems are: 1) mixed students abilities, the slow students tend to be inactive or prefer to be silent, 2) large class, the teacher finds that the large class was difficult to be handled, 3) seating arrangement, the teacher couldn't arrange the seats as she wants due to the limited size of the class, 4) teacher's voice, the teacher has the soft voice and tends to speak fast.

The last research question is teacher's ways in overcoming the problems. Regarding the above problems, the teacher had tried to find the solutions. First, to solve the problems of mixed students abilities, the teacher treated the slow students by asking the simple question or simple task, if they were still unable to answer, the teacher help them to come to the correct answer. Another way is by approaching the slow students individually for asking what problems they have, and then helping them to solve the problem. Second, it is the way employ by the teacher to solve the problems dealing with large classes. To activate all of the students in large class, the teacher applied various methods, techniques, and activities which enable them to be active in interaction. For example by implementing group work can initiate interaction among students. Next problem is seating arrangement. There was no solution taken by the teacher to arrange the seats due to small size of the class. In addition, the teacher did not want to bother next classes by arranging the seats.

The last problems deal with teacher voice. The teacher had tried to speak slower and make her voice louder in order all of the students can hear her voice clearly. But it did not give the good result. Some students still had problem to catch what the teacher was saying. As mentioned by the teacher, this is because of the nature of her voice, and her habit to speak fast.

Based on the finding of this study, it can be said that the teacher develops interaction in the classroom through teacher talk as an interactive language classroom is created by initiation of interaction by the teacher. It means that the teacher must give the certain portion to each category of teacher talk. The teacher is expected to give much portion to some categories, which are dominant in initiating classroom interaction such as asking question or giving direction. Too much of giving information in teacher talk cannot create good interaction. It is speculated that an interactive language classroom will not be created if the teacher cannot control his/her talk in delivering the lesson.

5.2 Suggestions

Even though English teaching in senior high schools in Pekanbaru is still mostly teacher center, we believe that something can always be done to make some change for the better. Examining the existing situations through classroom observations is a feasible means to attain this goal. The current study, however, only spanned a few weeks and examined only the subjects in one class. Future studies can be conducted with longer time and focus on more subjects in different classes, for example, one with government school, the other going through classroom observations modern school by using innovative activities, to compare learners' learning effectiveness and reactions to class interaction. Also, future research can focus on more specific points, such as how the teacher responds to the questions initiated by students. This would facilitate the teacher's instruction and his/her interaction with students. Moreover, English teachers in a school can work together for sharing instructional techniques and ideas, thereby

promoting professional growth. It can also encourage the teachers to keep examining their givens and looking for alternatives to improve their teaching practices.

Based on the conclusion presented above, there are some general points to recommend regarding developing classroom interaction in practice of teaching EFL.

First, a teacher must maximize interaction in delivering material in EFL class, so that the students can achieve better result in learning English. Based on the observation, the teacher sometimes did not give the same chance to all students. It is suggested that the teacher must give the same chance to every student to interact in the classroom, beside that she could also select the passive students to ask question

Second, an EFL teacher is encouraged to record and review the practice of teaching in the classroom to see what an objective record of what he/she actually does, rather than what he/she think she does in classroom interaction.

Third, as an international standard school, the school must support and facilitate the teacher and the students in understanding lesson delivered 90 % in English. The school is suggested to provide a special classroom with facilities, which allow the teacher to do the activities which cannot be done in normal situation due to the small size of classroom. Hence, it can facilitate the teacher in developing interaction in the classroom.