

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher makes conclusion after analyzing the data and gives some suggestions for English Teacher and for the next researcher.

5.1 Conclusion

Based on the data analysis, it can be concluded as follow:

1. Types of teacher talk used by all teachers were direct and indirect teacher talk. It can be concluded that both direct and indirect teacher talk were very important to be used in the teaching and learning process. The teacher used direct and indirect teacher talk based on the needs of the class to reach the goal of the class. The consistency of the order for indirect teacher talk used by Indonesian teacher was asking question, praising or encouraging, accepting or using the idea of the students and accepting feeling while the consistency of the order of direct teacher talk was criticizing or justifying authority, giving direction or command and explaining or lecturing. Subtype of teacher talk orders are different with Flanders Interaction Analysis categories which mention that the order of indirect teacher talk is accepting feeling, praising or encouraging, accepting or using the idea of the students and asking question while direct teacher talk order is explaining or lecturing, giving direction or command and criticizing of justifying authority. It is different because the atmosphere and the background of Indonesian students are different with USA students.
2. Teacher talk was very effective. Based on the finding and discussion, from the six elements of teacher talk effectiveness, most elements used by the teachers. Those were reinforcement, cues and feedback, higher order question, advance organizer, direct instruction and indirect teaching. So, the teacher talk was effective.
3. All of the teachers used three of teacher talk aspects, physiological aspect, interpersonal aspect and pedagogical aspect. They were

very good because the teacher talk aspect can occur in the teaching and learning process.

5.2 Suggestion

Referring to the findings, discussion, and conclusion, the researcher proposes some suggestions for the English teacher and for the next researcher. This study focused on the types of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk. Thus the researcher suggests:

1. For English teachers, in English teaching at junior high school, the teacher should increase the amount of indirect-influence talk, which includes acceptance of learners' feeling, praises and encouragement, and acceptance or uses of the learners' ideas. This was important because such talk had strong motivational impact on the learners. They needed to be encouraged, paid attention to, and tolerated, but also criticized and reminded. In that way, their learning will be more effective.
2. For the next researcher, the researcher hoped that there will be other researchers who want to conduct other researches in the same field in different subject and other categories of the teacher talk to expand this study. The researcher realized that this study is far from perfect. That is why some related studies in the same field are needed.