

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher made conclusion after analyzing the data and gave some suggestions for English Native Teacher, Non English Native Teacher and for the next researcher who is interested in the same field.

5.1 Conclusion

From the overall description of the data on the fourth chapter, the researcher concluded that types of teacher talk that were used by both ENST were direct and indirect teacher talk, but just one of the ENST used all of the subtypes of them. For indirect teacher talk, ENST in MAN Gresik used all of the subtypes of them. Otherwise, ENST in SMA 1 Muhammadiyah Gresik did not use one that was dealing with feelings. For direct teacher talk, both ENST used all of the subtypes of them. They were giving information or explanation, giving direction or command and criticizing student behavior and response.

For the language use by both ENST, ENST in MAN Gresik was categorized as mix language use because she combined both English and Indonesian. ENST used mix language because she wanted her students to understand about what she said and explained. ENST did not simplify English when she explained her students but she directly combined English and Indonesian. When ENST used Indonesian, the students automatically understood well because Indonesian is their language but finally almost all of the students continuously used Indonesian in the classroom so an English atmosphere could

not be created. On the contrary, ENST in SMAM 1 Muhammadiyah was categorized as first language use. It means that she totally used English in the classroom. Even though ENST used totally English almost all of the students understood what ENST said because she used simply English and sometimes gave example to the students when they did not understand what ENST said so an English atmosphere could be created in the class.

For the speech strategy of teacher talk and the roles of the teacher, both ENST mostly used *pausing, preferring use of basic vocabulary items, preferring use of high frequency vocabulary items* and *using sentence type distribution*. All of the speech strategies of teacher talk took an important part during teaching and learning process to make the students understand what ENST said. Meanwhile for the roles of the teacher, ENST intended to be an *organizer, assessor, tutor* and *resource* in the class.

5.2 Suggestion

Referring to the findings, discussion, and conclusion, the researcher proposed some suggestion for the non English native teacher, English native teacher, and for the next researcher. This study focused on the types of teacher talk and language use by the teachers. Thus the researcher suggested that for the non English native teachers and English native teachers, one had to consider their talk during the teaching learning process. The most important thing is to create an English atmosphere toward the class either teacher or student. So in teaching English in the classroom, the teacher is hoped to use totally English because when teacher used Indonesian almost all of the students would use Indonesian too so it

could disturb the English atmosphere in the classroom. In short, the teacher should simplify the English or give example to the students when the students did not understand about what the teacher explained or said. It was done to avoid the use of Indonesian in the class.

For the next researcher, she or he should observe the ENST talk or questions whether ENST simplify English or not in teaching EFL students in the classroom so that the students could understand what ENST said.