

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

It is stated in chapter 1 that the aim of this study is to find out about the types of teacher talk and how its influence to the classroom atmosphere. This study involved two lecturers who were categorized as junior and senior by the experience in teaching IC with the implementation of IC course book by Pearson. In order to answer the researcher observed the teaching –learning activities in IC-B class.

The finding shows there are eighteen types of teacher talk that found in lecturer 1 (junior lecturer) and 20 types of teacher talk in lecturer 2 (senior lecturer). From both of the lecturers, teacher talk inform category appeared as the result of talk that mostly used by them. Teacher talk Inform category appeared 51 in lecturer 1 and 99 in lecturer 2. The classroom atmosphere tended to be teacher-centered when the teacher dominates the talk by giving lots information and less giving the students chance to talk. Teacher talk Inform category performs the locutionary act to the classroom atmosphere. It is called locutionary act because the speaker, in this case the lecturers, produces sounds of language which means something. The lecturer has a specific meaning in uttering something by giving the students information.

It can be concluded that Intensive course lecturers tend to create teacher-centered rather than student-centered. This situation made the students more passive than active. This situation was occurred when lecturer gives more information and students rarely ask because of they reluctance. The students seemed waiting for lecturer's explanation and only interested in listening to the lecturer's information rather asking them questions.

## **5.2 Suggestions**

There are some suggestions for the future researcher who is attracted in doing this study and for the lecturers who teach the students, especially in the Intensive Course class.

- **Future Researcher**

Since this study only focuses on the teacher talk, the researcher suggest for future researcher to conduct a study on the students talk. So, the focus will be on the students who participate in the classroom and it can be elaborated with the classroom atmosphere as well.

- **Intensive Course Lecturers**

As has been stated in chapter IV, teacher talks have influence in the classroom atmosphere. Therefore, the lecturer should be paying attention to the portion of the talk. In the university level, lecturers should give the students more chance to talk and involve the students more in the activity. Creating students-centered rather than teacher-centered will be more effective reminding that the goal in Intensive Course is students should be able to improve their English basic skills and the language components.

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