

CHAPTER V

Conclusion and Suggestion

This chapter consists of two parts. The first is the summary, which discusses all the main points in the previous chapters. The second part is the suggestions for the teacher and further research. Hopefully, this research will also be useful for those who are conducting some research on teacher and student talks and dealing with teaching English as a foreign language in Indonesia.

5.1 Conclusion

In both classes, the results of teachers' and students' talk show a significant difference. In general, teachers in both classes show dominant trait in Initiation. Meanwhile, the students show significant behavior in giving responses. The details of both classes' talk will be described in the following paragraphs.

In class A, the teacher shows a tendency of Informing the students which is shown in percentage as 30,2%. It is proven by how the teacher gives plenty of instructions towards the students. In response to this trait, students have a tendency to initiate the talk by Questioning the teacher which is shown in percentage as 32,1%.

In class B, the data show that the teacher had a tendency of Questioning the students which is shown in percentage as 27,3%. It is proven by how the teacher gives plenty of instructions towards the students. In response to this trait, students have a tendency to respond the talk by Replying a question the teacher which is shown in percentage as 73%.

To conclude, the traits shown by both teachers and students correspond to the natural behavior of them. Naturally, teachers would always Initiate the classroom talk. One of the examples is when a teacher gives triggering questions in the initial stage of the learning process. Meanwhile, students would naturally give Response to their teachers, either by Questioning instruction or Replying to a question. In addition, this conclusion also corresponds to what Siswanti (2011) has stated where teachers are mainly active in the classroom interaction compared to the students who are the receptive ones.

5.2 Suggestion

The writer realizes that her study is far from being perfect. Hence, she suggests some relevant points related to this study.

5.2.1 Suggestions for English Teachers

From the result of this study, the researcher gave some suggestions for the English teachers. So hopefully, in the classroom not always Teacher Talk dominated the lesson. Based on the statement of Tsui (1985:9) that said what goes on inside the language classroom is very important for the learners. Knowing that in learning a second language for the learners is difficult. The researcher would give some suggestion that might be useable for the teacher while in the teaching and learning process as follows:

1. A teacher must remember that if they form a class into a group. The teacher should see the conditions in the classroom. When a teacher explains in front of the class to his or her students. The possibility of the student sitting at the back cannot hear the teacher explain the material

clearly. Especially with the number of students who quite a lot. So, it is better for the teacher to stand in the middle of the class or ask again whether the instructions given by the teacher are clear enough for the students. So, students do not need to ask repeatedly.

2. A teacher in the classroom should also be good at seeing and organizing the situation in the classroom. If at that time, the student already looks tired and cannot focus on teaching and learning activities. A teacher can anticipate by making the material quite fun for the students. Teachers can bring the material into a playful game. The teacher can teach the student by exploring and express their teaching technique. So, students can still get the learning materials, but they also feel enthusiastic in teaching and learning activity.

5.2.2 Suggestions for further research

In this study, the writer focuses on the functions of teacher and student talks in English classes. For the further research, it is suggested to use an interview or give an interview sheet for the teacher and the students, so we can know a broader perspective about their opinion about teaching and learning process. About the activities during the lesson or perhaps their teaching technique.

For the further researcher, the researcher hopes that the further researcher can find and dig deeper about the functions of teacher talk and student talk. So later, the researcher hopes from the data obtained by the further researcher can be a good and clear input from the teachers. The

researcher also hopes for the further researcher to take more data. So, from the data obtained later can reinforce the functions of teacher and student talks that is still often used by teacher and student in the current era.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. In Hadhi, P. (2012). An Analysis of Classroom Interaction Using Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model in English Speaking Class at Class XI Science 8 of SMAN 2 Bandar Lampung. Published thesis, Universitas Lampung, Lampung, Indonesia.
- Atkins, A. (2001). *Sinclair and Coulthard's 'IRF' model in a one-to-one classroom: an analysis*. (pp. 11). Thesis. <http://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/csdp/atkins4.pdf>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (pp. 159). Second Edition. New York: Addison Wesley Longman, Inc
- Chaudron, C. (1988). *Second Language Classrooms: Research on teaching and learning*. 14. New York: Cambridge University Press. https://books.google.co.id/books/about/Second_Language_Classrooms.html?id=ZipoGU1sFeYC&printsec=frontcover&source=kp_read_button&edir_esc=y#v=onepage&q&f=false
- Dagarin, M. (2004). Classroom interaction and communication strategies in learning English as a foreign. *ELOPE*, 1, 128. DOI: 10.4312/elope.1.1-2.127-139. <http://www.sdas.edus.si/Elope/PDF/ElopeVol1Dagarin.pdf>
- Flanders, N. A. (1970). Analyzing Teaching Behavior. *Educational Leadership*. 180. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_flanders.pdf
- Harjanto, F.L. (2011). *The Teacher Talk Encountered in Intensive Course of The English Department of Widya Mandala Catholic University Surabaya*. Thesis. Widya Mandala Catholic University. Surabaya.
- Harmer, J. (2001). The practice of English language teaching. third edition. In Y.V. Miracle. (2016). *Classroom Interaction in English Classes In The Tenth Grade*. Published thesis, Widya Mandala Catholic University Surabaya, Surabaya, Indonesia.
- Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT journal* 46/4. In Harmer, J. (2001). *The practice of English language teaching. third edition*.

- Luk, J.C.M. & Lin, A.M.Y. (2007). Classroom interactions as cross-cultural encounters. Native speakers in EFL classrooms. In Thapa, C. B. & Lin, A. M. Y. (2013). *Interaction in English language classrooms to enhance students' language learning*.
<http://neltachoutari.wordpress.com/2013/08/01/interaction-in-english-language-classrooms-to-enhance-nepalese-students-language-learning/>
- Mariono, Y. J. (2011). Interaction in the EFL Speaking Class. *Magister Scientiae*, ISSN:0852-078X (30), 46. Widya Mandala Catholic University Surabaya, Surabaya, Indonesia.
- McCarthy, M. (2002). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
http://assets.cambridge.org/97805213/67462/excerpt/9780521367462_excerpt.pdf
- Sinclair, J.M. & Brazil, D. (1982). *Teacher Talk*. (pp. 36). London: Oxford University Press.
- Tamah, S. M. (2011). *Student Interaction in the Implementation of the Jigsaw Technique in Language Teaching*. Published thesis, The University of Groningen, Groningen, the Netherlands.
- Trisnawati, N. (2011). *Classroom Interaction in the Teaching of Speaking to Eleventh Graders at SMAN 2 Pare*. Published thesis, Universitas Negeri Malang, Malang, Indonesia. <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/15030>
- Tsui, A. B. M. (1985). *Analyzing Input and Interaction in Second Language Classrooms*. *RELC Journal*, 16(1), 8-30. DOI: <https://doi.org/10.1177/003368828501600102>.
<http://journals.sagepub.com/doi/pdf/10.1177/003368828501600102>
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge, UK: Cambridge University Press.
- White, A. (2003). *The Application of Sinclair And Coulthard's IRF Structure to A Classroom Lesson: Analysis and Discussion*. University of Birmingham England. <http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/csdp/AWhite4.pdf>
- Yu, W. (2009). *An Analysis of College English Classroom Discourse*. *Asian Social Science*, 5(7), 153.
<http://www.ccsenet.org/journal/index.php/ass/article/viewFile/2984/2751>