

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings that has been discussed in the previous chapter and also suggestion for the teacher, students and other researchers.

A. Conclusion

The researcher wants to present the conclusion based on data analysis of research in the Ninth grade at Smp Negeri 2 Halongoan Timur. The conclusions consist of several points related to the problems of the study. They are:

1. Based on the result of observation, the researcher found that teacher used 12 language features of teacher's talk in grade ninth. It was found extended learner turn as the dominant type of language feature used by the teacher. It can be seen from the observation's result that language features is used by the teacher based on Walsh (2006) theory. There were extended learner turn (ELT) 98 frequencies, extended teacher turn (ETT) 22 frequencies, Display Question (DQ) 49 frequencies, confirmation check(CC) 36 frequencies, seeking clarification (SC) 41 frequencies, Teacher echo (TE) 23 frequencies, referential question (RQ) 23 frequencies, Scaffolding (SCF) 8 frequencies, extended wait time (EWT) 20 frequencies, turn completion (TC) 16 frequencies, direct repair (DR) 8 frequencies, content feedback (CF) 1 frequency.
2. From the teacher's interview, it can be found that the reasons why the teacher of Smp Negeri 2 Halongoan Timur used language features, especially for

extended learner turn. The teacher's reason for giving written feedback because teacher want to give students extent time is to provide information to students and to giving feedback. It means students could give lots of response and question in class.

B. Suggestions

Concerning the conclusion, the following are presented as the suggestions which useful for:

1. English Readers, to conduct a research about language features of teacher's talk and can observe the school and teacher who applies the kinds of language featuers in learning process particularly in English subject.
2. The students should be cooperative in developing their learning activity. The students should be active to speak in classroom. The students can ask or consult with the teacher to minimize their mistakes in learning.
3. English teacher in that school to realize that give language features is important in learning process to increase the students' reponse. The teacher should provide the language features clearly to avoid students' miscommunications when they receive good feedback.
4. Other researchers, who will conduct similar research, this study is expected to help and to give more information about language features of teachers talk.