

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings in Chapter IV, the researcher concluded that:

1. The types of teacher's talk that occurred in the teaching speaking recount for the tenth grade at SMA Negeri 1 Medan based on Flanders Interaction Analysis Categories System (FIACS) were asks questions, accepts or uses students' ideas, lectures, gives directions, criticizes or justifies authority, praises or encourages, and accepts feelings. Furthermore, the most dominant type of teacher's talk was asks questions with a percentage of 53.85% in the first class and 46.27% in the second class, meanwhile accepts feelings was the least type of teacher's talk that occurred with a percentage of 1.54% in the first class and 1.49% in the second class.
2. The teacher's reason why applied those types of teacher's talk. First, accepts feelings occurred because the teacher aimed to make the students felt comfortable. Second, praises or encourages happened because the teacher intended to motivate the students. Third, accepts or uses students' ideas occurred because the teacher purposed to clarify and develop the student's ideas. Fourth, asks questions happened because the teacher desired the students to practice their English verbally by answering the teacher's questions. Fifth, the teacher applied lectures because the teacher wanted to explain the topic that was being discussed. Sixth, the teacher used

gives directions in the teaching speaking because this lets the students know what they should do, so they will be disciplined and serious. Last, criticizes or justifies authority because the teacher needed to correct students' behaviors.

B. Suggestions

Based on the research findings and conclusions, there are some suggestions as follows:

1. The teacher already taught the speaking classes well by using all the types of teacher's talk recommended by the Flanders Interaction Categories System. However, in order to better teach speaking class, the researcher suggests some points. In applying teacher's talk, the teacher not only needed to consider using all the types of teacher's talk but also needs to consider the effectiveness of each type of teacher talk that the teacher used in teaching speaking. Therefore, the teacher needs to apply the teacher's talk wisely in order to achieve the learning objectives of speaking skills.

For example, even though, asks question was the most dominant type of teacher's talk that occurred in teaching speaking recount text but teacher still needs to give more open questions such as "why" and "how", so the answer to the questions will be more extensive, therefore the students will have more opportunities to practice their English. Moreover, the teacher can use gives directions more often to practice students' speaking skills by asking them to present or tell about someone that is being discussed. Last,

the teacher should prepare proper teaching activities for students so the teaching speaking will be more interesting and fun so the learning objectives can be easier to achieve.

2. In applying each type of teacher's talk, the teacher should always intend to achieve learning objectives of speaking skills. The teacher should give students more opportunities to practice their English verbally. In the result of the interview, the teacher said the teacher used praises or encourages to motivate the students so the researcher suggests the teacher needs to praise the students more often during the speaking teaching process. It is because praising or encouraging can make the students feel appreciated and motivated during the teaching and learning process, so they will be braver to speak English during the teaching and learning process. Then, the students need to be braver to answer the teacher's questions verbally and share their ideas by using English because this will improve their speaking skills. Furthermore, the government needs to consider the findings of this study that teacher's talk was really important in teaching speaking. So, the government needs to make policies that improve teacher's skills in teaching speaking English, especially by considering the teacher's talk. Last, the researcher thinks that the research about teacher's talk can be expanded by conducting the research in other settings and content. The next researcher may explore the teacher's talk used based on class or social status, education, occupation, ethnicity, and gender.