

CHAPTER V

CONSLUSION AND SUGGESTION

A. Conclusion

From in-depth analysis and discussion throughout the data in chapter four, it can be concluded that the teacher implements all the interactional features in classroom interaction out of a total of fourteen features. They are: scaffolding, direct repair, content feedback, extended wait time, seeking clarification, confirmation checks, teacher echo, teacher interruption, extended teacher turn, extended learner turn, turn completion, display question, form-focused feedback.

The recent study aimed to identify the interactional features of teacher talk and why the teacher utilized certain features of teacher talk. Classroom observation was conducted to investigating the interactional features of teacher talk by Walsh (2006). The result showed that the fourteen interactional features of teacher talk were found under the investigation. The features found were scaffolding, direct repair, content feedback, extended wait-time, referential question, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruption, extended teacher turn, turn completion, display question, form-focused feedback.

Among these features, there are several features that engage students more, such as referential and display question, scaffolding, and extended teacher turn features. These features have generated the behavior of initiating action, effort, attention and participation in teaching learning process. In addition, certain features facilitate the students to use English in the English as a foreign language

classroom. The common features were display questions and referential questions, confirmation check, and seeking clarification. Based on the interactional features of teacher talk found, it can be inferred that teachers have a crucial function leading a beneficial educational process in classroom.

The reasons why the teacher implement the dominant features of teacher talk in classroom interaction. The first reason is to help assess students' understanding and students' knowledge about the topic discussed. Furthermore, the teacher can assess whether students comprehend the necessary elements for writing their own recounts. This helps ensure that students can successfully understand the structure of recount text and the tense being used in recount text. The second reason to encourage students to involve in classroom interaction so they can share their thoughts or ideas. This is also crucial because when students feel supported, they are more likely to engage in the writing recount text and express their ideas effectively. Overall, those features aim to enhance student engagement and understanding in the classroom.

B. Suggestion

As specified by the result above, the researcher would like to offer some suggestions regarding to the teacher talk and classroom interaction.

The teacher should give varying question types to encourage deeper engagement by requiring students to explain their answer or provide examples. This variety of questioning ensures that students are pushed to think critically and communicate clearly. The teacher also should foster a supportive atmosphere

where students feel safe to express themselves without afraid of making mistake, especially since English is their second language. Creating such an environment can further enhance students engagement, comprehension and communications skills.

For the future researchers, this research is proposed to influence the future researchers to conduct similar research focus on teacher talk, but using different theory as well. Therefore, the study examined in teacher talk, it is probably in the future the investigation would look into the student talk.

