

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented conclusions and suggestions related to the research findings and discussion.

A. Conclusions

Based on the data analysis, some conclusions could be presented as the following:

1. There were 7 categories of teacher talk used by the teacher in English classrooms at grade IX SMP Gajah Mada Medan, namely accepting feelings, praising or encouraging, accepting or using students' ideas, asking questions, lecturing, giving directions, and criticizing and justifying authorities. Asking questions was the type that dominated learning while accepting feelings was the least used type by the teacher when teaching English.
2. The teacher successfully adapted teacher talk for mixed-ability students by adjusting language and instructions based on students' proficiency levels. At the beginner level, simple language and clear questions were employed to build rapport and enhance confidence. Intermediate students were challenged with more complex language to stimulate deeper engagement. Advanced students benefited from open-ended questions and minimal instructions, promoting critical thinking and autonomy in learning.

B. Suggestions

1. It was suggested that English teachers should be more creative and innovative in choosing the type of teacher talk to deliver the material. They could apply good and effective types of teacher talk to attract students' interest in learning English.
2. To future researchers, especially those who have the same problem and are interested in conducting research, it is recommended to expand the sample size by involving multiple teachers. This approach would offer a broader perspective, enabling comparisons across various teaching styles and classroom environments. Additionally, including teachers from diverse backgrounds or different schools could yield insights into how variations in teaching approaches influence student engagement and learning outcomes. Conducting research with a larger sample size would enhance the generalizability of findings and lead to more robust conclusions regarding the adaptation of teacher talk in mixed-ability classrooms.