

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the categories of teacher talk based on the research finding and discussion in the previous chapter, it could be drawn the conclusion of the present study which was designed to suit the objective study; to find out the categories of teacher talk used by teacher in classroom interaction in SMA YP. Parulian 1 Medan and to describe the realization of teacher talk categories used in teaching learning process. The conclusion of the present study can be drawn as follows:

1. Dealing with the categories of teacher talk in classroom interaction of English class at SMA YP. Parulian 1 Medan, it revealed that the teacher used all categories of teacher talk such as accept feelings, praises or encourages, accepts or uses the ideas of student, and asks question which included to the Indirect Talk and lecturing, giving direction and criticizing or justifying authority which included to the Direct Talk. Those categories used by teacher while teaching. The amount of indirect talk in classroom interaction dominated by the ask question category with the total number of utterances were 126 and percentage was 68.48% meanwhile in the direct talk the category giving direction dominant used by teacher with 176 utterances and the percentage was 50.14%. The classroom interaction dominated by the teacher with the total number of the teacher talk was 59.45% where the direct talk took the highest portion with percentage 39% and followed by indirect talk with the percentage 20.45%.

2. Dealing with the realization of teacher talk, firstly, the teacher realized the accepts feeling category when the teacher clarified the feeling of the student through her utterances to make sure that the student okay during teaching learning process. Secondly, the teacher realized the praises or encourages category while she praised the student who answered the question correctly or encouraged the student while they were afraid in answering question. Encouragement given by teacher made the student motivated to speak in slassroom interaction. Thirdly, the teacher realized the accepts or uses ideas of student category while she clarified, built, or developed the ideas suggested by the teacher. Fourthly, the teacher realized the category of asks question while the teacher gave the student a question about the content or procedure related to the topic lesson. the questions given by teacher mostly could be answered by student and sometimes the questions answered by teacher. Fifthly, the teacher realized the category of lecturing when he gave the fact, definition, example, or opinion about content the topic lesson while teaching. Mostly the teacher realized this category by giving explanation whom students caught up the meaning in Bahasa Indonesia rather than English. Sixthly, the teacher realized the category of giving directions when she gave the direction, command, or orders which expected the student to obey it and mostly student followed what teacher ordered for them. And the last, the teacher realized the category of criticizing or justifiying when the she gave the statement from unacceptable to acceptable such as criticized the students when they answered the question incorrectly.

B. Suggestion

Based on the data findings and what the research intended to, it is suggested that:

1. The teacher should pay attention to both of indirect talk and direct talk because it can determine the way student learn and motivate the student to be active and involve to participate in teaching learning process. The teacher should decrease their talk time so that the students have a chance to speak up more in classroom activities. Besides the teacher should still use the variation of teacher talk but most of all the teacher should increase the amount of indirect talk rather than direct talk because from the categories of indirect talk the teacher can increase the talk time of the student by accepting the feeling of the student, giving praise and encouragement to the student so that they can have bravery to talk, accepting or using the ideas of the student so that they feel that they get attention from their teacher and ask them question so that they can increase their ability in thinking and speaking in classroom interaction.
2. Further research of classroom interaction, the teacher talk should be considered as the important part of the strategies of teaching or teaching other skill to know the number and types of teacher talk, student talk, and silence which holds every activities so that they are not paying attention too much in material only but also in language which can lead the interaction.