

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The study's findings lead to the following conclusion:

1. There are two types of teacher communication in the English class at SMA Swasta Taman Siswa Tapian Dolok: indirect teacher communication and direct teacher communication. "Handles emotions, praises/encourages, jokes, uses student concept, accurately repeats student response, and asks questions" are all examples of indirect influence. Offering information, correcting without rejecting, giving commands, and critiquing pupils' behavior are all examples of direct influence. The English instructor uses the phrase "asks questions" the most in indirect teacher discourse. There are 36 utterances in all in these categories (30,25%). With 25 utterances (21%), the direct influence gives information has the greatest overall score, While indirect teacher conversation accounted for the majority of teacher discussion, direct teacher talk accounted for the majority of teacher talk (63,01%).
2. Teachers' use of ten different forms of teacher speak during the teaching-learning process increased students' learning, especially when the teacher asks questions, praises/encourages (indirect influence), and provides information and support (direct influence).
3. There were the effects of teachers' talk to the students' learning interests. It can be seen the positive responses given by the students to The teacher's

discourse centered on the students' desire to learn English. It means that teacher talk affects students' learning interests.

B. The Suggestions

It is suggested that, based on the data findings and the goals of this study:

1. English teachers should be aware of whether they talk in an indirect or direct manner, as this will affect how their students engage in and participate in classroom activities. Acceptance of students' feelings, praise and encouragement, and acceptance or exploitation of students' ideas should all be encouraged by the instructor. This is significant since such discussions have a powerful motivating effect on students. They must be supported, acknowledged, and tolerated, as well as scolded and reminded. Their learning will be more effective as a result.
2. Further classroom study should emphasize teacher speak as an integral component of the overall classroom process, rather than overlooking its importance by focusing just on the topic.
3. To the next researcher, the study of teacher talk can be extended by conducting the research in other different content and settings. The next researcher may investigate the teacher talk used based on social status or class, occupation, education, gender and ethnicity.