

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research findings in Chapter IV, it can be concluded that:

1. The types of teacher talk that occurs in English classroom interaction in the seventh grades at SMP Negeri 5 Medan.

The teacher used all categories based on the FIACS categories. According to the video recorder transcriptions that had been analyzed, the types of teacher talk that occurred in VII-9 at SMP Negeri 5 Medan were accepting feelings, praising or encouragement, accepting or using ideas of students, asking questions, lecturing, giving direction, and criticizing or justifying authority.

The most dominant type of teacher talk used by the teacher in classroom interaction is asking questions (44%) followed by giving directions (27%).

Meanwhile, the least used were accepting feelings (0.7%), criticizing or justifying authority (1.4%), and accepting or using ideas of students (2.1%).

The use of praising or encouragement and lecturing types is almost the same in classroom interaction at 12 % and 12.7 %.

2. Data analysis revealed the reasons why the teacher employed certain types of categories in classroom interactions.

Accepting Feelings: the teacher used this type to assist students be more confident in sharing their views or opinions. Praising or Encourages: the teacher utilized this type to make students feel appreciated. Praise from the

teacher can increase students' confidence to interact in the classroom. Using student ideas: the teacher used this type to develop student ideas or suggestions. The teacher utilized the asking questions type because the teacher wanted to refine students' skills and ensure that they understood the material being discussed before moving on to the next material. Lecturing: the teacher used lecturing in the classroom to ensure students keep receiving knowledge and information about the lesson from the teacher so that the teaching and learning process becomes effective. Giving direction: the teacher used this type because the teacher wanted to know if the students understood the topic. Criticizing or justifying authority: the teacher used that type to create a comprehensible environment for students to learn the target language.

## **B. Suggestions**

1. The teacher should pay attention and provide a good relationship with the students and more support and familiarize the students with utilizing English in classroom interaction. Teachers should also acknowledge students' feelings more often and tell them that they will not be punished when they are wrong in expressing their opinions and thoughts. In classroom interaction, it is preferable if the teacher not only spends the teaching and learning time by asking questions and giving assignments to students on the topic but also organizes some activities for the students such as discussion, presentation, simulation, debate, and many more. These

activities can encourage students to think critically so that questions arise with the initiative of the students themselves so that it is not always the teacher who asks question to students. In this way, the teacher allows the students to speak and interact and try to give opinions in English.

2. The researcher suggests that the students can improve their way of learning and be more serious about learning English because English is an international language. As an international language, of course, we as students will have many advantages when mastering it.
3. Another researcher should conduct further studies on teacher talk in classroom interaction, the study of teacher and student talk in classroom interaction can be expanded by conducting research in different content so that new research results emerge that will be useful for readers related to classroom interaction.