

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of the study, it can be concluded that all seven types of teacher talk proposed in FIACS were applied by the teacher during EFL speaking class for eleventh grade students. Among the seven types, asking questions was the most dominant type of teacher talk as it is 25.00% of the total teacher talk being applied. This was followed by giving directions (22.37%) and praise or encouragement (21.05%). Furthermore it is followed by lecturing (15.13%), using students ideas (8.97%) and criticizing or justifying authority (5.26%). In contrast, accepting students' feelings was the least dominant category (1.32%). These findings indicate that the teacher mainly focused on promoting classroom interaction through questioning, managing learning activities through directions, and motivating students through positive reinforcement.

Furthermore, the interview findings reveal that the teacher deliberately applied all seven types of teacher talk to achieve different instructional purposes during the EFL speaking lesson. Accepting students' feelings was intended to build students' confidence and create a supportive learning environment, while praise or encouragement was used to increase students' motivation and participation. Using students' ideas allowed the teacher to acknowledge students' contributions and develop classroom discussion. Asking questions functioned to stimulate students' thinking and guide them toward the learning objectives, whereas lecturing was used

to explain concepts and improve students' understanding. Giving directions helped organize classroom activities and ensure students completed the learning tasks effectively, while criticizing or justifying authority was applied to maintain classroom discipline and appropriate learning behaviour. These findings indicate that the teacher used different types of teacher talk strategically to facilitate classroom interaction, support students' engagement, and achieve the objectives of the EFL speaking lesson.

5.2 Suggestions

Based on the results of this research, the following suggestions are addressed for teacher, student and future researchers.

1. The teacher has applied all seven categories of teacher talk in the EFL speaking class. However, the researcher suggests that the teacher use each category more effectively according to the classroom situation and learning objectives. Since asking questions was the most dominant category, the teacher can continue using questions to encourage students' participation and improve classroom interaction. The teacher is also encouraged to increase the use of accepting students' feelings and using students' ideas because these categories appeared less frequently during the learning process. These categories can help students feel more comfortable, appreciated, and confident in expressing their opinions. In addition, the teacher can provide more open-ended questions so students have more opportunities to speak English and develop their communication skills.

2. Students are encouraged to participate more actively in classroom interaction by responding to the teacher's questions, expressing their ideas, and engaging in speaking activities. They should also make use of the teacher's feedback, encouragement, and guidance to improve their confidence and speaking ability. By participating actively and following the teacher's directions, students can develop better communication skills and contribute to a more interactive and effective EFL speaking classroom.

3. For future researchers, it is suggested to conduct similar studies in different educational settings, such as different grade levels, schools, or English skill. Future researchers can also examine how teacher talk influences students' participation, motivation, confidence, or learning achievement. Furthermore, since this research focused on type of teacher talk and the reason of its application, future studies may focus on the effectiveness of each category of teacher talk in supporting classroom interaction and language learning. The researcher hopes that future studies will provide more detailed information and contribute to the development of teacher talk research in EFL classrooms.