

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 1.1 Conclusion

This study aimed to monitor the predominant category of teacher discourse in an English as a Foreign Language (EFL) classroom, as well as to investigate the reasons behind the teacher's choice of discourse categories in the learning environment. Furthermore, the research was carried out using a qualitative methodology employing a case study approach at a private junior high school.

The results revealed that the most frequent category was asking questions, accounting for 40.17% on average. This was followed by giving directions, which had an average of 17.85%, and lecturing, which had an average of 16.96%. The category of using ideas of students had an average of 11.60%, while praising or encouraging had an average of 8.03%. Accepting students' feelings had an average of 4.46%, and the least common teacher talk category was criticizing and justifying authority, with an average of 1.78%. Every discussion type of the teachers was observed in the classroom, with varying percentages for each category. This category, referred to as "asking questions," was characterized by the presence of an exclamation mark and the teacher's anticipation of the pupils' answer, signaling that a question was being posed. The teacher mostly asked questions to ascertain the pupils' comprehension of both specific topics and the overall lecture. The administered questions encompassed a range of types, including yes/no questions, 5w+1h questions, and others. It is a method for encouraging pupils to actively participate in the learning process. Additionally, it was discovered that the observed teacher was cognizant of employing a substantial variety of questioning techniques.

## 1.2 Suggestion

Based on the findings and conclusions, there are some recommendations for relevant parties to improve the quality of English classroom interaction. They are as follows:

### 1. For English teacher

The pupils require additional classroom activities that promote effective communication. The activities should provide ample opportunities for students to engage in interactions, whether with the teacher or their peers. It enhances pupils' confidence in English language communication. The teacher should employ English more frequently during class. The utilization of literal translation can be diminished. The teacher and students collectively establish a classroom environment that fosters a sense of ease for students to engage in English communication. The teacher's ability to provide constructive feedback on the kids' progress needs improvement. Providing encouragement can serve as a catalyst for motivating pupils to engage more actively in the learning process. Providing abundant praise and offering feedback on task accomplishment enhances the kids' confidence. Given the heterogeneous nature of the class, it is possible to offer tasks of varying difficulty levels to provide diverse and stimulating activities for the pupils. Students are able to engage with each other at a suitable level of interaction.

### 2. For all students

It is anticipated that they will exhibit more attentiveness and focus on the teacher's discourse. This will facilitate students' engagement with the questions provided by the teacher for discussion. Make an effort to practice and abstain from playing while actively engaged in the learning process, and develop a sense of respect towards classmates who are being given the chance to respond to the teacher's questions.