

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer provides some conclusions regarding this study and offers some suggestions.

5.1 Conclusions

The results of the data analysis bring the writer to the following conclusions as the results of this study. The conclusions are stated below.

1. The categories of teacher talk which are used in classroom interaction during teaching learning process at the eleventh grade students of SMAN 6 Kupang are praises or encourages (8 times or 2.84%), uses ideas of the students (1 time or 0.35%), repeat students response verbatim (11 times or 3.90%), asks questions (53 times or 18.39%), gives information (24 times or 8.51%), corrects without rejection (5 times or 1.77%), gives direction (36 times or 12.77%), directs pattern drill (13 times or 4.61%), criticizes student behaviour (3 times or 1.06%). Moreover in teaching learning process, indirect influence is used more frequently by the teacher rather than direct influence. Indirect influence is used 73 times or 47.40% of teacher talk and direct influence is used 81 times or 52.59% of teacher talk
2. The category of student talk which is used in teaching learning process at the eleventh grade students of SMAN 6 Kupang consists of 2 categories. They are student response specific and students response student initiated. Student

response specific is used 70 times (98.51%) and student response student-initiated is used 1 times (1.41%).

3. In teaching learning process at the eleventh grade students of SMAN 6 Kupang, the teacher is more dominant during the process. It is indicated by total times of teacher talk and student talk. Teacher talk is occurred 154 times (68.44%) and student talk occurred 71 times (31.56%).

5.2 Suggestions

There writer would like to offer some suggestions. They are stated below.

1. For the English teacher

In teaching learning process, creates a situation in which students can initiate participation without waiting to the teacher.

2. For the students

The students should participate more actively in classroom interaction. The realization may be done by having self initiation through asking questions and giving opinions.

3. For the readers

For the readers who intersted in analysing the interaction in the classroom, and want to conduct a similar study, make sure to analyze the characteristic of the classroom interaction besides analysing teacher talk and student talk.

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