

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. It presents about conclusion and suggestion on teacher talk used by prospective English teachers in classroom interaction at SMA N 9 Semarang. The conclusion and suggestion are listed below.

5.1 Conclusion

From the discussion in the chapter four, this research was conducted about the types of teacher talk used by prospective English teachers in classroom interaction at SMA N 9 Semarang to find out the dominant type of teacher talk and to know the factors of using teacher talk in classroom interaction based on FIACS (Flanders Interaction Analysis Category System) theory from Flanders (1970).

5.1.1 *Types of Teacher Talk used by Prospective English Teachers*

The types of teacher talk used by Prospective English teachers based on FIACS theory occurred in classroom interaction, they were:

1. Types of teacher talk used by teacher A: Accepting feeling 8%, asking questions 40%, giving direction 8%, lecturing 30%, criticizing or justifying authority 4%, accepting or using ideas of students 1%, and praising or encouragement 0%. I concluded that type that did not use was praising and encouraging.

2. Types of teacher talk used by teacher B: Accepting feeling 5%, asking questions 44%, giving direction 19%, lecturing 11%, criticizing or justifying authority 4%, accepting or using ideas of students 4%, and praising or encouragement 13%. I concluded that all types of teacher talk based on FIACS used by teacher B occurred in classroom interaction

3. Types of teacher Talk used by teacher C: Accepting feeling 5%, asking questions 50%, giving direction 17%, lecturing 20%, criticizing or justifying authority 2%, accepting or using ideas of students 3%, and praising or encouragement 3%. I concluded that all types of teacher talk based on FIACS used by teacher C also occurred in classroom interaction.

5.1.2 Dominant Type of Teacher Talk used by Prospective English Teachers

The most dominant type of teacher talk used by prospective English teachers was *asking questions* as the highest type with total percentage more than 40%. There were 40% as asking questions used by teacher A, then 44% used by teacher B, and the last one was asking questions used by teacher C with total percentage 50%. I concluded that the most dominant type of teacher talk in classroom interaction used by prospective English teachers was asking questions.

5.1.3 The Factors of Using Teacher Talk by Prospective English Teachers in Classroom Interaction

Based on the data results from the interview, I found that there were three factors of using teacher talk that influencing the prospective English teachers' performance during teaching and learning in classroom interaction such as (1) knowledge of language classroom, (2) pedagogical competence and (3) students'

participation. It concluded that there were factors from the prospective English teachers itself included language classroom and pedagogical competence and external factors from the students that is students' participation.

5.2 Suggestion

After conducting this research, some suggestions can be made as in the following:

For the Prospective English Teachers

1. Prospective English teachers should increase their knowledge both practical knowledge and theoretical knowledge that support the teaching performance in classroom interaction. Obviously, in the classroom interaction it is considered as important for the prospective English teachers to manage who should talk and in what language to create the learning activity during teaching and learning process.
2. Prospective English teachers should aware the need of experiences about the language processes in teaching and learning process. So, the prospective English teachers can create good atmosphere in classroom interaction through some ways, for example how to teach, talk, act, communicate with the students, and improve the students' critical thinking during teaching and learning process.

For the Study Program

1. For the study program, it is important to explore more about theoretical knowledge and practical knowledge about teacher talk as university training courses in order to improve the prospective English teachers' skill before teaching practice in real classroom.
2. The study program need to design the curriculum development that support the prospective English teachers' skill, especially in regard to the designing the material for teaching practice that provide opportunities of growing personally and professionally in teaching and learning process.

For the Lecturer

1. The lecturer can provide theories and personal experiences in teaching practice. So, the prospective English teachers get the knowledge, motivation, and learning experiences before enrolling the teaching internship.
2. The lecturer can analyze some aspects that need to improve by prospective English teachers related to the teaching practice, such as the preparation for their own classroom, the way to give feedback for students, the way to improve the students' critical thinking, and how to communicate with students actively.

The lecturer can guidance the prospective English teachers to overcome problems or to solve the questions during the teaching practice.