

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the teacher talk used by second semester lecturer of Muhammadiyah University in teaching speaking. The conclusion the research result of the study in answering the problem of study, they are about: (1) The feature of teacher talk in teaching speaking (2) The students' response about the teacher talk used by their lecturer in teaching speaking.

#### **5.1 Conclusion**

Based on the result of the data, from 14 feature of teacher talk, the lecturer does not use three of the features such as direct repair, display question and turn completion and the lecturer use 11 features of the teacher talk such as scaffolding, referential question, content feedback, form focused feedback, extended wait-time, extend teacher turn, extend learner turn, teacher echo, turn completion, confirmation checks, seeking clarification and teacher interruption. The feature that the lecturer used is appropriate for teaching speaking. The lecturer dominated to use content feedback feature of teacher talk in teaching speaking. Direct repair, display question and turn completion is not inoperative because this teaching speaking type is discussion so it does not need to use those features.

The students' response about the teacher talk used by their lecturer is positive respond. It prove from the highest percentage is question number 1, 2, 5 and 10 the percentage is 75% from 4 questions, it showed that the lecturer's talk is understandable and has positive effect for the lecturer from students' point of view. The teacher talk used by the lecturer is appropriate for teaching speaking.

The lecturer was able to manage the classroom since the classroom interaction between the lecturer and student talk was balanced. The topic is about the teacher talk used by the lecturer, the comprehension their lecturer' teacher talk, feedback of the teacher talks in their teaching speaking ability, and student's feeling when get feedback from the lecturer. The answer from the highest percentage is great that their lecturer' teacher talk is understandable and accepted by the students in teaching speaking.

## **5.2 Suggestion**

In this case the researcher would like to give some suggestion for the lecturer, students and the next researcher. The researcher hopes this suggestion can be function properly.

The researcher suggest for the lecturer should gives the time frame when the lecturer gives extended wait time for students answer the question. It will be waste the time when the student take more than 5 minutes to response the answer from their friend' or the lecturer' question. The lecturer also should pay more attention to the student grammar error because sometimes when the students perform the lecturer did not aware about it.

For the students, the students must pay attention to the lecturer's teacher talk, because teacher talk is the best input for the student. The students will get knowledge from the lecturer's teacher talk. The students try to write new vocabulary from the lecturer's teacher talk, so the students can get positive effect from the lecturer teacher talk.

The researcher suggest for the next researcher to choose different issue, such as the positive and negative effect of the teacher talk used by the teacher. It

can be very interesting and challenging to do. The researcher hopes that this study can be useful for the reader to understand teacher talk in teaching learning process, the researcher also hopes this feature talk theory can be used by another researcher.