CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The previous chapters describe an overall analysis of the communication strategies and teacher talk used by a teacher in communicating with students in the inclusive class of SD Negeri 263 Gresik. It provides results in understanding and interpretation of the strategies used to address the problems that teachers face and students encounter during their communication in daily teaching and learning activities.

5.1 Conclusions

The result of the study shows there were seven type of teacher talk proposed by Flanders Interaction Analysis categories which are appeared in teaching process in inclusive class. The findings showed that the category occurred are accepting student feeling 10%, praise or encouragement 16%, using student perception 9%, offering question 19%, lecturing 16%, giving direction 25%, and justifying authority 7%. The most dominant type of teachers' talk found in this study is giving direction which took up 25% of the whole talk done by teacher. This category occurred the most due to students require direction and facilitations on how to systematically demonstrate the entire knowledge base they understand. According to the observations, the teacher always gives the students detailed instructions and ensures that they understood. Instructions are provided every time student requested to participate in a group discussion, project, read a passage, and various other learning activity. Additionally, it can be stated that teacher talk has a crucial part in encouraging classroom interaction. Through teacher talk, knowledge about the subject material may be clearly

delivered and understood, student enthusiasm to participate in the learning process can be encouraged, and student's behavior in classroom can be managed.

Based on the interviews, the researcher concluded that the teacher created a conducive learning atmosphere in all situations. It is easier for the teacher to condition how the subject is delivered successfully by using communication strategies. Teachers had to ensure how well both regular students and students with special needs understood the materials provided. Explaining the material to the students was important because they were not all of the same intelligence level. Every material was explained by teachers in a deliberate and clear way. During explanation, teachers also demonstrated certain appropriate methods that were relevant to the presented materials. It implies that communication is necessary in the teaching and learning process in order to convey information to students. The strategy is supposed to be more effective and efficient, as well as to help achieve learning objectives. Communication strategies are one method for resolving communication problems when teaching English in an inclusive classroom.

5.2 Suggestions

Based on the findings and conclusions, there are some suggestions for parties involved to enhance the quality of the English classroom interaction.

Students

Students must actively participate in communicating in English with teachers and other students to become more confident and fluent in

English. Students are also expected to participate in the learning process by asking questions, giving comments, offering suggestions, and even give new ideas.

Teacher

Since this is an English class. The teacher and students establish a classroom environment in which students feel comfortable initiating an interaction using English. Teachers should speak English more consistently in class. Therefore, the usage of code switching can be minimized. the teachers might use a variety of strategy to engage the students and encourage them to improve their speaking skills. The activities should provide additional opportunities for students to interact with the teacher and other students. It helps students gain confidence in interacting with English in the classroom.

Next researcher

It is expected that other Researcherwould be able to explore the communication techniques employed by various teachers. It is also suggested that future Researchercompare the strategy employed by teacher one with those of other teachers. It is also can be compare the strategies used by the English teacher in one school with another school.