

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present some conclusion about elements effectiveness of teacher talk, student talk that occur in SMAMuhammadiyah Kupang.

5.1 Conclusion

The writer comes to the conclusion based on the result of data analysis. Here are some conclusion about the elements of effectiveness of students talk in SMA Muhammadiyah Kupang.

1. The teacher and students interaction in the class XI IPA of SMA Muhammadiyah Kupang meets the teaching effectiveness elements in this case, the teacher used the elements of effectiveness in classroom on the same level of frequency.
2. There are 6 categories of the elements of effectiveness of teacher talk in the class XI IPA of SMA Muhammadiyah Kupang. These categories of teacher talk are characterized by cues (28.37%), followed direct instruction (20.27%), reinforcement (16.21%) and co-operative learning (16.21%), engagement (14.86%) and corrective feedback (4.05%).
3. There are 3 categories of student talk in the class XI IPA of SMA Muhammadiyah Kupang. These categories of students talk are characterized by students talk response (40.78%), students initiation (39.47%), and silence confusion (19.73%).

5.2 Suggestions

Based on the conclusion above, the writer suggests that:

1. The English teacher should give more chance or time to students to develop themselves and let them talk and discover the answer.
2. The English teacher should more encourage the students for their vocabularies because in this classroom interaction by looking back to some excerpts that were shown above , it is clearly seen that the students are lack of vocabularies.
3. The Students should participate more actively during the session so that the learning process and a good class interaction may happen. The realization may be done by having self initiation by asking more question to the teacher of what is not understood by and also in giving their opinions or suggestion to the discussion's topic of the day.

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