

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the summary of the findings and discussions, followed by suggestions. The researcher hopes that this section will make the research results more accessible to readers and that the recommendations will be genuinely useful.

5.1 Conclusion

Based on the research findings, it can be concluded that teacher talk includes all forms of teacher speech during the learning process. Although teacher talk had various types and categories, in the context of this study, the majority of teacher talk is asking questions, lecturing, and giving directions, which were characterized by a focus on asking questions, providing information, and giving directions; this is evident from the classroom observation results. Student engagement is influenced by the variety of forms of teacher talk used. Type of teacher talk asks questions is giving higher in cognitive engagement and behavioral engagement in student engagement, while emotional engagement is relatively lower. In contrast, the use of lecturing teaching style is associated with a decrease in the level of student engagement.

Finally, it can be concluded that interactive forms of teacher talk, such as asking questions and speech that invited student engagement, were better than lecturing.

5.2 Suggestion

From the conclusion, the researcher had some suggestions for the English Teacher and The Future Research

5.2.1 The English Teacher

Based on the results of this study, we can see the positive side of teachers in contributing to student engagement. As we can see from the classes that have been observed, teacher talk can be used as a fairly effective learning strategy, even for an emancipated curriculum. Categories of Teacher Talk, such as asking questions, lecturing, and giving directions, have been proven to have a positive impact on

students' cognitive. Moving forward, teachers must employ a variety of methods, strategies, and two-way interactions to enhance the effectiveness of learning.

5.2.2 The Future Researcher

For future research, it is recommended to conduct observations over more than two meetings and involve different teachers, including a comparison between classes taught by native and non-native English teachers. Additionally, future studies may focus on the aspect of classroom management, as the implementation of teacher talk strategies may vary and require creativity. This exploration can provide valuable insights for English teachers in improving their instructional approaches.