

Chapter Five

Conclusion and Recommendation

This chapter presents two parts namely conclusion and recommendation. First, the researcher summarizes the result of this study namely conclusion. Second, in recommendation the researcher proposed some suggestion after conducting this study.

Conclusion

The researcher summarized the impact of teacher's talk time in the Listening and Speaking for Academic Purpose Class batch 2015. Before the researcher summarized the result of this study, the researcher mentions the purpose of this study in order to make the researcher conclude this study easily. The purpose of this study was to know the impact of teacher's talk time towards student motivation to practice speaking in the classroom.

The researcher concluded that there were two supporting ideas for readers' understanding and four main findings. Two supporting ideas were students' individual perception in their proficiency level, teacher' and students talk's proportion time in the classroom. However, main findings were, advantages and disadvantages of teacher's talk time, teacher's talk and student motivation in the classroom, and students' effort in their learning.

First, the researcher investigated that there were three levels in students' proficiency such as beginner level, intermediate level and advance level. Every level has different ways to help the learner reaches their goal in the classroom. However, all participants claimed that they were including of intermediate level.

Intermediate level here means that, students needed input from the teacher's instruction and students needed to practice that input.

Second, students and teacher's talks' proportion were useful to them in order to support teaching and learning process in the classroom. Students and teacher's talk did not balance. Based on the interview, the researcher found that teacher's talk was proportion around 50-60% and students' talk was around 25-40% in a whole class. Students lacked of their talks in classroom activity. However, students got input from the teacher's talk, although it was not balance.

Third, the researcher revealed students' perception on the impact of teacher's who talked more in the classroom. The researcher found that there were three advantages about teacher who talked more in the classroom. The researcher found the advantages of teacher's talk time was useful for the students in the classroom activity. These advantages were, students had many input, had a model and had better comprehension material.

Fourth, some participants pointed out that there were many disadvantages of teacher's who talked more in the classroom. All the disadvantages influenced students in the learning process. This study investigated the disadvantages about teacher's talk time. Those disadvantages were mentioned such as students felt bored, lacked of concentration, lacked of motivation, lacked of opportunity to speak up, lack of self-confidence, and students' dependence. Mostly, students felt bored and lack of opportunity to speak up in the classroom.

Fifth, was talked about teacher's talk time and student motivation to practice speaking in the classroom. The participants reported that there were four

ways teacher could motivate students in the classroom. The ways included teacher giving rewards, giving motivational words, giving students' opportunity to be active in the classroom, and teacher's story and experiences.

Sixth, this study investigated students' effort in their learning. The researcher found that there were three efforts that students have in order to improve their learning in the classroom. Participants' opinions were categorized by three parts such as; participants' efforts in the classroom were listening teacher's explanation, asking and practicing with their friends or lecturer and also enhancing or acquiring many vocabularies. Those were participants' answer about their efforts.

Recommendation

This study also presented suggestion about the outcome of the teacher's talk time impact in student motivation to practice speaking at English Education Department of UMY batch 2015. This recommendation was in connection with the teacher, future teachers and the next researchers

For teacher. There were some teacher who still talked more and they did not consider their talk to students' outcome in learning process. First, teacher should be responsible to give students opportunity in practice speaking in the classroom. Second, teacher could be a motivator to students who learn foreign language. Third, the teacher could give some feedback to students' performance.

For future-teachers. Firstly, future teacher had known students' opinion about teacher's talk time It used to the future teachers easy in managing classroom activity by their talk time. Besides, future teachers could understand clear what

they had to do to teach students in the classroom. Furthermore, teacher could mix their time when they explain the material in order to make students comfortable during teaching and learning process in the classroom. Teachers need to share awesome experience about when she/he looked for job or future teachers needed to motivate students with his/her good speaking.

For future researchers. The future researchers need to expand the study concerning of the impact of teacher's talk time in student motivation to practice speaking in the classroom. The future researchers need to explore more teacher and students activity that made them gain the purpose of teaching and learning process in the classroom. The future researcher could expand about students' other skills that increase if there was teacher's talked more in the classroom. Besides, future researchers should be able to explore more the advantages and disadvantages about this study to make more comprehensible.