

## **Chapter 5**

### **Conclusion, Implication, and Recommendation**

#### **5.1 Conclusion**

The data were teacher's and students' utterances which were gathered from the classroom observation done by the researcher. There were two classrooms which were in same grades that have been observed by the researcher. From the analysis, the researcher found that there were 862 total turns which consist of 562 (65%) teacher's turns and 300 (35%) students' turns. Since this study focuses on learning activities, the first thing that the researcher did was analyzing teacher's and students' utterances to see the categorization of the talk. In teacher's turn, there were 5 offering (1%), 127 commanding (22%), 127 stating (23%), 66 questioning (12%), and 237 giving feedback (42%). While in students' turn, there were 5 responses to the teacher's offering (2%), 123 responses to the teacher's command (34%), 31 responses to the teacher's statement (2%), and 143 responses to the teacher's question (44%). After categorizing the turns, the researcher categorized the turns which were took to conduct the learning activities. English learning activities were represented through teacher's and students' turns this way: 71 (35%) turns of teacher's commanding and students' undertaking, 10 (5%) turns of teacher' giving statement and students' acknowledging, and 123 (60%) turns of teacher's questioning and students' answering.

Moreover, based on the categorizing of the learning activities represented, it was found 10 types of activities: 3 reading activities (pre-question activities, reading aloud, and answering questions related to the text), 2 listening activities (writing down an answer and rewriting listening text), one speaking activity (answering question), 2 grammar drilling activities (remembering tenses formula and remembering the changes of verbs), and 3 vocabulary acquiring activities (remembering, writing the word in sentence, and translating).

From the analysis it can be concluded that the students were mostly engaged in answering questions after reading text.

## **5.2 Implication**

From the findings, there were some points that can be concluded. The result showed that the English teaching and learning process in the class being observed was a teacher centeredness which can be seen in the turns that the teacher took. Furthermore, the teacher did not enough conduct varied of English learning activities.

This data can be used as consideration for teachers that they should be more seriously in conducting the teaching and learning process by trying to make students more active than teacher and varying English learning activities.

### **5.3 Recommendation**

The recommendation for the next English Department students who will conduct study in analyzing learning activities is to gain deeper information on the activities that can be portrayed in teaching and learning process. The Researcher also hoped that this study could be useful to other researchers who work in the same field.