CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the conclusions that were derived from the discussion based on the research questions. The implications and recommendations were presented to bring some suggestions related to the pedagogical practices and further research.

5.1. Conclusion

Generally, in this research, teacher's talk dominated in the classroom interaction with 400 utterances for teacher A while students gave 321; teacher B with 346 utterances , students gave 210 utterances ; teacher C with 513 utterances and students showed 347 utterances. Since the researcher only focus on teacher's utterances, the initiation and follow up utterances have been analysed. From all of teacher, command was mostly used to initiate the interaction with different kinds of purposes. Teacher command based on many resources used to instruct students to do an action not only as an instruction but also as a classroom management. This kinds of teacher's talk very needed in primary school level since their psychomotoric domain will be managed and stimulated here, but the teacher should pay attention to the quality of command.

Teacher's command		
Teacher A	Teacher B	Teacher C
77 commands	116 commands	164 commands

Table 5.1.1 the distribution of teacher's command

This result also have a continuity to the explanation of student's engagement that have been promoted by teacher during the classroom activity.

Student's engagement	Teacher's talk	Teacher's talk purposes	Total of Frequency
Cognitive engagement	Offer	-	-
	Command	To scaffold	151 commands
	Statement	-To explain -To inform -To give a model -To review	41 statements
	Question	- To tell new material -To check understanding	168 questions

		-To stimulate critical thinking	
	Follow-up	-To scaffold -To clarify student's engagement	390 follow up
Behavioral engagement	Offer	To instruct do an action	3 offers
	Command	To instruct do an action	81 commands
	Statement	To instruct do an action	7 statements
	Question	To instruct do an action	10 questions
	Follow-up	-	-
Emotional engagement	Offer	-To manage -To invite	20 offers
	Command	-To manage -To invite	67 commands

	Statement	-To manage	7 statements
	Question	-To gain student's brave	12 questions
	Follow-up	-To give reinforcement	48 follow up

Table 5.1.2 The teacher's talk purposes toward student's engagement

Teacher A's follow up utterances as the biggest utterances exists in the classroom proposed to scaffold with 119 utterances, clarify with 23 utterances, manage with 53 utterances and give reinforcement with 21 utterances. Those calculation means that teacher A mostly promoted cognitive engagement with 142 utterances consist of follow up to scaffold and clarify student's answer. Teacher B and C also promoted student's cognitive engagement through a follow up utterances with 94 utterances by teacher B and 154 utterances by teacher C. Behavioral engagements that been promoted by teacher A with 39 utterances was a result from teacher's command which is mostly used to instruct students do an action. In line with teacher A, it was also founded that teacher B and C used command to promote student's behavioral engagement with 25 utterances from teacher B and 17 utterances from teacher C. Then, teacher A mostly promoted students's emotional engagement by gave 142 utterances of follow up through reinforcement and managing the students. In contrast with teacher A, in order to promote student's emotional engagement, teacher B and C showed a similarity. They mostly used command to deal with the student's emotional by giving some instruction to be calm down, conducive and

brave. Teacher B used 21 utterances of command whiler teacher B used 28 utterances of command.

In short, from the discourse analysis and student's engagement analysis, it can be concluded that primary students can be engaged cognitively by teacher's talk deal with follow up. The behavioral engagement could be promoted by teacher's command. The last, emotional engagement which is related with students attitude can be managed by giving command and follow up.

5.2. Implication

There were two big point which can be concluded from the finding. Firstly, the result showed that in the fact, the english teaching and learning process in the primary school being observed was a teacher centeredness which is in contrast with the curriculum 2013. This also can be used as an awareness for primary school teachers to become more seriously in conducting the teaching and learning process by trying to make students more active than teacher. Second, from the discussion above it can be seen that the teacher's talk especially teacher's follow up and command could help primary student to promote their three learning domain in this case engagement; cognitive, behavioral and emotional. There is no rule that border the use teacher's talk to promote student's engagement. Although the result showed that only two kinds of teacher's talk which is mostly influences but the other teacher's talk purposes analysis toward the

engagement also can be apply in the classroom as a guide and a reflection for teacher. Hopefully, teacher's talk can be used maximized not only for a medium in teaching but also as supportive to develop primary student's learning domain in this case engagement.

5.3. Recommendation

The recommendation for the next English Department students, who will conduct a study using a Classroom Discourse Analysis, specifically in teacher's talk toward engagement is a further investigation about teacher's talk in other grade such as junior high or senior high. That will help many educators in answering the question about the readiness of english teaching and learning process in facing Curriculum 2013 especially in applying learner centeredness.