

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research in MTS Al-Hikmah Curug-Tangerang at the eight grade that concerning of students' perception toward teachers' talk in EFL classroom is variety. Through interview, there are three categories of question by teacher's talk. The students' perception to teacher's talk of type procedural question to no one is neutral when the teacher of English in asking used English language, to no four is agree when the teacher of English direct in giving the correct answer when your answer is wrong, to no seven is agree when the teacher of English criticizing your wrong answer and no ten is agree when the teacher of English who repeats the answer that have been mentioned. The students' perception to teacher's talk of type display question of the no two is agree when the teacher of English who give question that there is in the book , to no five is agree when the teacher of English provides the keywords for the answer and to no eight is agree when the teacher of English who do not response to wrong answers. And the last types of

question is referential question, the students' perception of referential question to no three is agree when teacher of English that give question of their responses, to no six is agree when the teacher of English who provide motivation in answering questions and to no nine is agree when teacher of English who praises when your answer is correct .The students' perception of referential question is more challanging than procedural question and display question. Further, the points result of the questionnaire which every students' statements is differently. The students could choose the statements that connected to their want and think. Through questionnaire also the teacher of English could gain information on what students needed in EFL classroom. Next effects the teacher of English would manage and prepare deeply of teacher's talk.

## **B. Suggestion**

After finding the result of the research at eight grade of MTS Al-Hikmah Curug Tangerang, the researcher could gave students space to explain their perceptions on teacher's talk in EFL classroom. Moreover, through difference explanation from

students, the teacher of English could understand and overcome. So the teacher of English would continue to upgrade the teacher's talk in every meeting. Next views, the researcher would give suggestion:

1. To the teacher

- a. The teachers' talk performs an important way to provoke interactions for students. As a facilitator in learning the teacher of English should know and understand what the perception students' of her teaching. The teacher of English teacher hoped for understanding the languages for more useful which the students could more feel confident and comfortable of the language activities in EFL classroom. Moreover, before teaching the teacher of English could prepare material and could use teacher's talk properly. This effort is very crucial because teacher's talk would be influential in learning and later. After teaching the teacher of English should give evaluation for checking and repairing teacher's talk during the learning process. The

teacher of English could overcome in continues when routine checks. Further, one of type teacher's talk is referential question. The teacher of English should develops idea and could encourages student to speak in EFL classroom.

b. To the student

The student is the pillars of nation or world. They are should resolve issues especially to education in EFL classroom. English language is not difficult. The student could understand of teacher's talk in EFL classroom when they want to remembers vocabulary. Vocabulary could help the student to comprehend of teacher's talk. The students not shy to speak English language in expressing opinions which they have comprehend or not English language. Although the student not speak English well, the teacher of English still appreciated. The teacher of English would give differences question of student for thinking more than previously. The student also not afraid to explain answer of teacher's talk, they just believe what their speak.