

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

There are some conclusions can be derived as follows.

1. Types of speech functions occur in the classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat are statement, question, command, minor, answer, and offer. Statement is 69.54%. Question is 11.85%. Command is 9.16%. Minor is 5.11%. Answer is 4.04 %. Offer is 0.26%. Statement which is divided into some types includes information, affirmation, duty, suggestion, aim, hope, apprehensive, and promise. Information is 62.01 %. Affirmation is 24.03 %. Duty is 6.97 %. Suggestion is 3.10 %. Aim is 2.71 %. Hope, apprehensive, and promise is 0.38 %.
2. The realization of speech function in mood system is in typical clause mood and in non-typical clause mood. In typical clause mood, statement is realized by declarative. Question is realized by interrogative, that is WH-interrogative and polar interrogative. Command is realized by imperative. Offer has no realization in typical clause mood. Answer is realized by elliptical declarative. The last is minor is realized by minor. In non-typical clause mood, statement has no realization. Question is realized by modulated declarative. Command is realized by declarative. Offer is realized by declarative. Answer has no realization. The last is minor also has no realization in non-typical clause mood.

3. Context of using speech functions as realized in mood system is situational context that is tenor. The agentive or societal roles are lecturer and students. The status is unequal power. The social distance is relatively frequent contact, maximized to construct authoritarian, relatively formal, and low affective involvement.

5.2 Suggestions

Based on the conclusion previously stated, there are some suggestions for further researcher. Since this research is focused on analyzing university classroom interaction on the perspective of speech functions and its realization in mood system, so the next researcher suggested to:

1. to make further exploration on speech functions in the university classroom based on ethnic of language users.
2. to make further exploration from the perspective of modality. Modality in a text explores how a personal judgment on opinion flavor or seasoning to an experiential content or a speech functions by the addresser.
3. to make further exploration from the perspective the structure of mood and modality. The structure of mood and modality in a text explores how the component of sentence such as subject, finite, predicator, adjunct, and complement are structured in a sentence.