

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the study that has been discussed in previous chapter and also suggestions for the English teacher and other researchers.

A. Conclusions

The researcher wants to present the conclusion based on data analysis of research in the classroom activity in the tenth grade vocational students at SMK Swasta Amir Hamzah Medan. The conclusions consist of several points that are related to the problems of the study. They are:

1. During the learning process which was done in English vocational classroom interaction, the overall teaching and learning process of reading comprehension session was oriented to the teacher-centered because the interaction was initiated dominantly by the teacher. Teacher produced all the four types of speech functions and adding one minor (question 59 utterances (31, 9%), command 56 utterances (30,3%), Statement 53 utterances (28,7%), offer 6 utterances (3,2%), and minor 4 utterances (2,1%) and two types of responses of speech function (Response question to statement (RSQ) 4 utterances (2,1%) and Acknowledge Statement (AS) 3 utterances (1.7%).

The most dominant type of speech function used by the teacher among all the utterances is question in the interaction between teacher to student for all

question had been produced by the teacher, they were only appeared in the main activities during discussion time and discussion the reading tasks. Meanwhile, students produced 2 types (questions 6 utterances (4,8%) and statements 5 utterances (4.1%) in form of initiating speech functions and 5 types of responses speech functions (RSQ 50 utterances (40,6%), (AS 16 utterances (13,1%), AO 2 utterances (1,6%), ROC 41 utterances (33,4%) and Minor 3 utterances (2,4%). The most dominant dominant type used by students among all the utterances is Response Statement to Question (RSQ) with 50 utterances in students and teacher interaction. There was no utterances produced in student and students interaction.

2. For the realization of speech functions of teacher and students, there are two ways that have been found in realization of speech functions of teacher and students, namely, typical utterances mood (congruent), and non typical utterance mood (incongruent or metaphor). In typical utterances mood, there are four ways that have been found, namely statement realized in declarative mood, then command realized in imperative mood, question realized in interrogative mood and minor realized in minor. Besides that, in non typical utterance mood. It is found two ways in realization of speech functions of teacher and students in the classroom interactions, namely question realized by declarative, command was realized by declarative.

B. Suggestions

Considering the conclusions above, some suggestions are presented in this part. As discussed in chapter 1, this study hopefully can give advantageous information both theoretically and practically.

1. For teacher

- a. The teacher is expected to improve the effectiveness of teaching English related to the teacher's verbal behavior while conducting the classroom activities.
- b. The teacher should pay attention on implementing the classroom activities in order to increase the students' enthusiasm especially in reading comprehension session.

2. For researchers

It is suggested to other researchers to conduct varied research in other classroom interaction sessions, for instance in reading comprehension with the other kinds of text, in writing speaking, or listening which is considered important in improving the students' abilities and ways in learning English as well as improving the teachers' performance in the teaching process.