

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings as presented in previous chapter, conclusions are drawn as the following:

1. The teacher and the students used the different speech function because they have different roles in the classroom. The teacher as the leader used all types of speech function (Statement, Question, Command and offer) while the students only used 2 types of Speech function (Statement and Question). The students did not use Command and Offer because the students' role and students' position is not a leader in class, they never command all elements in class. In responding Speech Function, the teacher only used three types of responding to Speech Function (Acknowledgement, Answer and Contradict) and students used four types of responding to speech function (Acknowledgement, Answer, Disclaimer, compliance). *Acknowledge and contradict* indicate that the teacher give the respond of the students' statement in order to make them understands and know exactly if their statement right or wrong and in the term of answer, the teacher try to give clarification of students question to make them get more information while students used answer or disclaimer to respond the teacher question whether they surely understand the question or not.
2. The most dominant types of speech function used by teacher are *question* (30.4%) which is 80 clauses. It is happened since the role of teacher in the classroom is as a leader of class. As the leader in the classroom he has an

authority to inquire, offer something, and to command all elements of class. While the most dominant type of the total of initiating and responding to speech function used by student is *answer* (50.3%) which is 72 clauses. Both of teacher and students play an important role in interaction in classroom. Teacher as the source of information and knowledge plays his role as the leader in the classroom. It can be seen from the total of activities and the dominant speech function made by teacher. He tends to be dominated of the activities in the classroom in which from 404 clauses, he uttered 268 clauses (66%) and also in the proportion of speech function where he used *question* mostly than other activities. He wanted to give the opportunities to students to share their arguments or ideas and actively involved in lessons and also students answer the question from the teacher well, it can be seen from the dominant speech function in the term of responding speech function made by students is *answer* (50.3%) which is 72 clauses.

B. Suggestion

In line with the findings, suggestions are staged as follow:

1. Teacher is suggested to ask questions which can make students actively share their arguments because mostly teacher just ask question with the short answer. It is also suggested to teacher to get more training of how to teach based on the genre through the related theory.
2. The students also should realize the importance of the interaction itself. The dominant of speech function made by students is answer, while actually in the speaking classroom the students may use question to challenge the teacher or

other student's arguments. It can make the students have the critical thinking and also as they can use the language well in order to exchange their experience or information to others.

3. It is worthy to be suggested to other researchers related with speech functions to do further studies from the perspectives or theories of other linguistics field because in this study, still based on the analysis of verbal language. The analysis of non-verbal analysis is also important on the analysis of classroom interaction in order to realize the overall meaning or message in the classroom. That is why, it is suggested to other researcher to consider of the non-verbal aspects in analyzing the discourse in the classroom.