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, readers, and other researchers.

A. Conclusions

The researcher wants to present the conclusion based on the data analysis of research in the classroom activity in the tenth grade vocational students at SMK Jambi 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 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 function in form of initiating (statement, offer, question, and command) and 3 types of responding of speech function (acknowledgement, contradiction, and answer). The most dominant type of speech function used by teacher among all the clauses is question in the interaction between teacher to student(s). For all the questions had been produced by the teacher, they were only appeared in the main activities during the discussion time and discussion the reading tasks. The teacher did not maximally implement that stages in the scientific approach if it was correlated to the

teaching-learning process based on Curriculum 2013 which adopt the scientific approach (observing, questioning, associating, experimenting, and communicating). Meanwhile, students produced 2 types (statement and question) in form of initiating and 4 types of responding speech functions (answer, compliance, disclaimer, and acknowledgement). The most dominant type of speech function used by students among all the clauses is answer in the interaction between student(s) to teacher. It shows that there was a different significant result between the existences of teacher's initiation and the students' initiation of speech function. Unfortunately, there was no clause produced by student in the interaction between student(s)-to-student(s).

2. The underlying reasons of teacher's performance related to the existence of initiating question as the dominant speech function during the teaching and learning process was affected by the teacher's belief which belongs to the presage category and context category which refers to the class in which the teaching process takes place. Meanwhile, besides the learning process was affected by the teacher's beliefs, the underlying reasons of students' performance related to the existence of answer as the dominant one was also affected by the students' perception and students' understanding which belong to the students' thought processes category and the classroom in which the learning process takes place as the variables which belong to the context category.

B. Suggestions

Considering the conclusions above, some suggestions are presented in this part. As discussed in chapter I, this study hopefully can give advantageous information both theoritically 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.

   a. 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.