

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Having analyzed the data, conclusions of this study are drawn as follows:

1. Types of speech functions that have been found in the male and female lecturers in the classroom interactions namely (1) statement, (2) question, (3) command, (4) and (5) minor. In here, male lecturer have produced statement is 97 clauses (74.04%), question is 19 clauses (14.50%), command is 7 clauses (5.34%), offer is 2 clauses (1.52%) and minor is 6 (4.58%). The female lecturer have produced the statement is 78 clauses (38.80%), question is 90 clauses (44.77%), command is 25 clauses (12.43%), offer is 4 clauses (1.99%) and minor is 4 clauses (1.99%).
2. For the realization of speech functions of male and female lecturers, there are two ways that have been found in realization of speech functions of male and female lecturers in mood, namely, (1) typical clause mood (congruent), and (2) non-typical clause mood (incongruent).
3. For the reason in realization of speech functions of male and female lecturers in mood. In this study, the researcher found that most often frequently used is statement as realized by declarative mood. It occurs because the priority of the lecturers' role just giving information to the students. And the lecturers have become accustomed with a talkative method which is the lecturers who play important role in the classroom interaction, so that the lecturers are still dominant by using statement than question and command.

## 5.2 Suggestions

This study has investigated the types of speech functions of male and female lecturers, the realization of speech functions of male and female lecturers in mood, and the reason of choosing speech functions of male and female lecturers as the ways they are. Based on the conclusion stated above, this study has some suggestions for:

1. The further researchers who want to make wide exploration on speech functions based on ethnic of language users. The speech functions based on ethnic of language users are expected to contribute another type of speech functions through ethnic especially Indonesian culture.
2. The English lecturers to be aware in selecting the use of speech functions in the classroom interactions in order to clear the misunderstanding of students. Therefore, the use of typical mood (congruent) and non-typical mood (incongruent) are important enough to be considered in the way of delivering lesson to the students.
3. The students of English language and literature to conduct further studies about the speech functions in various contexts such as ethnic of language users which related to culture because it is possible to find out another types of speech functions. In addition, the speech functions of mood and modality in various contexts explore how the component of sentences such as subject, finite, predicator, adjunct and complement are structured in a sentence.