

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

After analyzing the data, conclusions are the following:

1. There are four language styles used by male English teachers as proposed by Kirsznner and Mandell (2003), they are slang, colloquial, informal, and formal styles but female English teacher used five language styles. Beside those four language styles, there is a mix language styles used by female English teachers but not used by male English teachers. The dominant language styles used by male and female English teachers were formal styles to inform and share the knowledge to the students, because most of the teachers stated that; transforming knowledge in education field must used the formal language styles. The other style is only the way to help the teacher to reach the teaching goals.
1. The ways of communicating of male and female teacher as proposed by Tannen (1992:32) has postulated six categories, each of which pairs a contrasting use of language by males and females. Independency was one criteria which did not realized in male way of communicating, whereas for female were compromise and intimacy. But especially for female, order as male way of communicating was realized too. Moreover orders was the highest percentage realization in teachers way of communicating.
2. The teachers use the different language styles because of many reasons, they could be as internal factors and external factors. The same language styles used by the teachers was not a guarantee the same reason to use it.

1.2 Suggestions

Due to the conclusions stated above, it is necessary to give suggestions as the following:

1. English teacher who play an important role in teaching language should maximize the use of language styles in the teaching learning process in the classroom interaction, so the students will be familiar with the language itself, and the competencies which is stated by the government could be reached easier.
2. To other researchers, it is suggested to do the further research relate to the factors that influence someone's way communication except gender itself and further research about language styles from different emphasis and to do more explanation and expansion on the theory proposed by other experts related to the current research to avoid the ambiguity. The longer and the detailed research also needed in order to search the the factors among the teachers involved in using the language styles.
3. Especially for the researchers who want study about the language styles deeply, it is suggested to search quantitatively the relation between the teachers' language styles and the achievement of the students in learning English. It is important to check whether the teacher's language styles influence the achievement of the student in studying English.