

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the conclusions drawn were presented as follows:

1. Teacher produced all the four types of speech function in form of interpersonal Statement was (67,16%), Questions was (89,06), Offer was (14,6), command was (42,34)%. The most dominant type of speech function used by teacher among all the clauses is question in the interaction between teacher to student. The total number of speech function in Teachers scaffolding talk were 146 clauses.
2. Based on the observation, it was found that realization of interpersonal function in teachers scaffolding was declarative can be realized in politeness, questions can be realized in offer, declarative can be realized in command, question can be realized in politeness. Furthermore the dominant types realized by the teacher was questions can be realized in offer and to stated politeness. The teacher used varieties realization in interpersonal functions to explain and ask the material in teaching learning process.

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 theoretically and practically.

1. Theoretically the findings of this research can later add some new theories and information in learning language as an application of discourse

2. Practically

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. It is suggested to other researchers to conduct varied research in other classroom interaction sessions, for instance in writing session 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.

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