

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

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

- 1 The types of speech functions occurred in the English speaking classroom of the second grade students at SMA IT Al-Fityan School Medan were statement (27.5% or 149 clauses), question (18.5% or 100 clauses), command (14.6% or 79 clauses), initiating minor (9.8% or 53 clauses), acknowledgement (7.6% or 41 clauses), contradiction (0.4% or 2 clauses), answer (14.9% or 81 clauses), compliance (1.8% or 10 clauses) and responding minor (5% or 27 clauses).
- 2 The most dominant type of speech function used in the English speaking classroom of the second grade students at SMA IT Al-Fityan School Medan was declarative statement by the teacher. The number of statement used by both teacher and students showed a significant difference as she had 97.9% or 146 clauses of the total utterances in both meetings. On the other hand, the students were only initiating 3 clauses or 2.1% of the total utterances in the classroom.
- 3 Statements which realized in declarative mood were caused by the teacher's urgency to gain power over the students in order to play her roles successfully. Besides, noisy classroom was also the reason why teacher built teacher centered environment since students centered is noisy due to the exchange of information which probably means the teacher is unable

to manage a classroom. In addition, the frequent scale of contact and low affective involvement also caused the teacher to play authoritatively because the students tended to go easy on the teacher's instruction and lead them in such trivial situation.

B. Suggestions

Based on the conclusion previously stated, there are some suggestions for further researcher. Since this research is focused on analyzing English speaking classroom in the perspective of speech functions and their realization in mood systems, thus the writer suggested to:

- 1 To make further exploration on the type of speech functions used in the English speaking classroom to be more various.
- 2 To make further exploration on the effect of speech function used while leading a classroom. The structure of mood used affects the students perception on the teacher teaching styles and lead them to actively involved or passively participate in the English speaking classroom.