

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, three conclusions can be drawn as the follows.

1. Types of interpersonal metafunction occur in the classroom discourse at Sociology, Economics, and History subjects are Mood and Modality. In the forms of mood, there are declarative, elliptical declarative, tagged declarative, modulated declarative, exclamative, interrogative:WH-, polar interrogative, imperative, and minor. In the forms of modality, there are modulation (inclination, obligation), and modalization (probability, usuality).
2. The realization of interpersonal metafunctions in the classroom discourse is in exchange and moves. In the forms of mood, there are nine forms of mood which are realized in exchange and move of classroom discourse. Declarative mood is realized in opening move, and response move. Elliptical declarative mood is realized in response move, and follow-up move. Tagged declarative mood is realized in opening move, and response move. Modulated declarative mood is realized in opening move. Exclamative mood is realized in response move. Interrogative: WH- mood is realized in opening move. Polar interrogative mood is realized in opening move. Imperative mood is realized in focusing move, opening move, and response move. Minor is realized in framing move and follow-up move. In the form of modality, two forms of modality are realized in exchange.

Modalization (probability and usuality) is realized in knowledge exchange.

Modulation (obligation and inclination) is realized in activity exchange.

3. The control of interpersonal metafunctions in the classroom discourse at Sociology, Economics, and History subjects is dominated by teacher. Teacher dominates the distribution of mood and modality in the exchange of classroom discourse. The domination of teacher in the flow of interpersonal metafunction is reflected in prominent teacher role, teacher-answered question, teacher-interruption of student-answers, turn taking, closed-questions, modeled-answer extraction, students' demanding information, and students no-response move.

5.2 Suggestions

Based on the conclusion previously stated, the suggestions are as follows.

1. As it was found in his study, it is suggested to the readers, especially teacher to maximize in using open-questions that begin with question-words such as 'why', 'how' or 'explain' which can increase the students turn to speak out in the classroom discourse.
2. Since this study is done in the classroom discourse at Sociology, Economics, and History subject, it is suggested to the teacher of those subjects to minimize the students to use the elliptical mood as a response to teacher move by demanding complete information from student. The use of elliptical mood in the classroom discourse, especially by the students in giving the answers can not clarify whether they master the material or not.

3. It is suggested that the teacher should be sensitive to students move in the classroom. In other words, the teacher should provide enough time for the student to complete his turn to speak.

4. For linguist, since this research is focused on analyzing classroom discourse on the perspective of interpersonal metafunctions, it is suggested to make further exploration from the perspective of the ideational and textual metafunctions.

Ideational and textual meanings enable people to further grasp some features of the different metafunctions that occur in the classroom. The ideational metafunctions in a text explores how language interprets experience, while an analysis of textual metafunctions investigates the organization of a text.