

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data of language style in classroom interaction, some conclusions are drawn as the following.

1. There were four language styles used by teachers to students in classroom interaction, they are casual style, consultative style, formal style and intimate style. The dominant language style used in classroom interaction is casual style (53.2%), followed by consultative style (32.1%), and then formal style (14.2%) and the last style is intimate style (0.5%).
2. Based on the sentences which contain of language style in this study, it can be found that all of language style in classroom interaction are categorized subjectivity.
3. Based on the analysis, the researcher found that there were some factors of language style used by the teachers in classroom interaction and casual language style as the dominant style, they were, setting, participant, topic and function. Based on the analysis, the researcher also found that the four factors are considered by teachers in using a certain language styles in classroom interaction.

5.2 Suggestions

Based on the conclusions stated above, this study has some suggestions to those who concern with language style in classroom interaction as provided in the following items:

1. Further studies on the types of language style in various context of interaction such as education, religious, social and political interaction should be carried out. It is possible to find out another types of language style.
2. It is suggested to other researcher to analyze the realized of types of language style, subjectivity and objectivity, and the context of language style by used another theory because it is possible to find out another context beside the result findings in this research
3. The lectures who play an important role in teaching language can maximize the use of language styles in classroom interaction so the students will be familiar with the language itself.