

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

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

1. The types of speech function used by male teacher in the English classroom of the second grade students at SMP Sabilina Tembung are statement (21.8% or 42 clauses), question (28% or 54 clauses), command (24.3% or 47 clauses), initiating minor (2.0% or 4 clauses), acknowledgement (5% or 10 clauses), contradiction (0.4% or 2 clauses), answer (0.6% or 1 clause), and responding minor (1.6% or 3 clauses). The types of speech function used by female teacher in the English classroom of the second grade students at SMP Sabilina Tembung are statement (31.8% or 100 clauses), question (31.8% or 100 clauses), offer (1.2% or 4 clauses), command (17.4% or 55 clauses), initiating minor (8.6% or 27 clauses), acknowledgement (4.8% or 15 clauses), contradiction (0.3% or 1 clause), answer (3.4% or 11 clauses), and responding minor (0.7% or 2 clauses).
2. The realization of speech functions of male and female teachers is two ways that have been found in realization of speech functions in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, there are four ways that have been found, namely statement realized in declarative mood, question realized in interrogative mood, command realized in imperative mood and minor

initiating realized in minor. Meanwhile, in non-typical mood it is found four ways in realization of speech functions, namely statement realized in tagged declarative, question realized in declarative, offer realized in declarative and command realized in modulated declarative.

3. The reasons in realization of speech function used of male and female teachers during the teaching and learning process are two ways that have been found in realization of speech functions in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, the first one is initiating statement where teachers give the students new information about the topic of study they will learn. The second is initiating question, teachers can measure the students' understanding about the related topic. The third is initiating command, can make the students be more active in the process of learning. In non-typical mood (incongruent), both of male and female teachers believe that Indonesian language influences the realization of speech function in metaphorical remark.
4. Speech function used by male and female teacher in classroom interaction shows that a set of basic assumption about what marks out the language of women who have difference characteristic with the men which proposed by Lakoff (1975) is not fully applied by female teacher. Female teacher also uses one characteristic that usually used by male teacher such as more authority in English Classroom Interaction. In addition, Male teacher also uses some characteristics that usually be female teacher such as ask more question, more polite and support each other in English Classroom.

B. Suggestions

Based on the conclusion previously stated, some suggestions are presented in this part, as follow:

1. The teacher is suggested to make further exploration on the type of speech functions used in the English classroom to be more various.
2. The teacher is suggested to notice the effect of speech function used while leading a classroom in order to increase the students' enthusiasm.
3. The teacher is suggested to encourage students in producing question in teaching and learning process.
4. The next researcher is expected to conduct varied research in other classroom interaction sessions, for instance in writing, reading or listening classroom interaction 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.