

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research findings and discussions in the previous chapter, it can be drawn the conclusion of the present study which were designed to suit the objectives of the study. There were two objectives in this study; (1) to identify what were the types of teacher's discourse markers in English classroom interaction; (2) to reveal the reason why teacher used the dominant type of discourse marker in English classroom interaction. So, the researcher found some conclusions:

1. The overall teaching and learning process found there were four types of teacher's discourse markers were used in English classroom interaction at the eighth grade of SMP Swasta Pahlawan Nasional Medan. They were; interpersonal, referential, structural and cognitive. The total number of teacher's discourse markers was 95 that used by the teacher in 90 minutes teaching and learning process. The most dominant type of discourse markers used by the teacher among all the markers was Interpersonal markers in the classroom interaction.
2. The underlying reason of teacher's performance related to the existence of Interpersonal markers as the dominant type of discourse markers produced were due to several reasons; Those were (a) Interpersonal markers was expected can improve and create the knowledge of the students (b) by using Interpersonal markers, the teacher can measure the students' understanding

about the topic discussion in the teaching and learning process and (c) Interpersonal markers was expected encourage the students' activation and the students confidence to share their opinion and their ideas in English classroom interaction. So, based on the reasons, it can be concluded that teacher's performance during the teaching and learning process was affected by the teacher's belief which belongs to the presage category and was affected by the context category which refers to the class in which process take place (Gage, 2009:47).

### **B. Suggestions**

In the relation to the conclusions, the researcher humbly suggests:

1. To the English teacher should be realized that using discourse markers is very important in their talk. The use and functions of discourse markers as one essential interactional factor in teacher talk. So, if the teacher used the appropriate discourse markers in classroom not only can improve the participation of the students but also contribute to the effectiveness of teaching and learning process.
2. Other researcher who will conduct similar research, this research is expected to help and to give more information about the teacher's discourse markers in English classroom interaction.