CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings as presented in previous chapter, conclusions are drawn as the following based, it is concluded:

1. Teaching and learning process done by observing the teaching learning process at MA Nurul Ikhwan Konsesi, grade eleven A as the sample of research. The researcher found there are 198 utterances as the total number of speech function, in which the teacher produced 156 (77.17%) utterances and students produced 45 (22.83%) utterances. The teacher produced all the types of speech function, they are statement 55 (28.80%), question 80 (42.39%) command 12 (5.44%), an offer 3 (0.54%). The most dominant type of speech function used by the teacher among all the utterances is question with 80 (42.39%) utterances in form of initiating. Meanwhile, the students produce four types of speech function response and the most dominant type of speech function response used by the students is answer with 37 (19.02%) utterances in the form of responding.

2. The pattern of speech function realized in teacher-student classroom interaction is good. It can be seen that the teacher used all the types of speech function in the classroom and have some responses from the students. From all the types of speech function question is the dominant used by the teacher.

   Question given by the teacher aims to invite the student to talk and express their idea related to the topic being discussed that is conditional sentences. It happened because the students tend to keep silent when the teacher asked something related to the topic being discussed that is a conditional sentence. . The students only gave a short answer like "Yes, Miss" in responding to the teacher's question and

frequently keep silent. The students also have an opinion that they just receive what the teacher presented to the student, and some of the students do not want to express their ability to speak English because it will be ashamed if they make mistake in speaking. Therefore, to encourage the students to speak up, the teacher asks more questions during the classroom activity because through asking and answering activity, it will make the interaction in the classroom be better.

B. Suggestion

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 researcher suggested to:

1. Teacher

It is suggested to the teacher who teaches English, in teaching process to have a good teaching method to make the students become interested to speak up or to response to the teacher, for example, making games with the aim that English is fun and the teacher also should know the main problem of the student.

2. Student

For the students learning English, they should improve their ability in responding to the teacher in the class to make the interaction in their classroom during teaching and learning process becomes better by having more initiating to the questions, avoiding from being ashamed of making mistake in speaking, being a critical student in receiving the knowledge, especially when they do not understand what the teacher expalined.

3. Researcher

It is suggested to other researchers to conduct varied research in other classroom interaction sessions, for instance in reading comprehension with the other kinds of text, in writing speaking, or listening 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.