

CHAPTER V

CONLUSSION AND SUGGESTION

5.1 Conclusion

Based on the findings of the types of teacher speech functions in engaging students speaking ability, the conclusion can be drawn as follow:

1. There were 5 out of 6 types of speech functions occurred in teacher's utterances in engaging students' speaking ability. They were Referential (41.72% or 121 clauses), directive (6.55% or 19 clauses), metalinguistic (6.55% or 19 clauses), expressive (2.06% or 6 clauses), phatic (1.72% or 5 clauses) and there is no poetic function used by the teacher. The most dominant speech function that occurred in teacher's utterances was referential function. It indicates that in maintaing the classroom interaction more interactive, teacher frequently used referential function.
2. The context of the realization of speech functions influnced by the teacher, were in accordance with the theory of six types of speech functions proposed by Holmes (2014). (1) Referential function realized through declarative and interrogative statement, this function is used to provide information or refer to specific details. It is the most commonly used speech function by teacher. (2) directive function was realized by the teacher to make order and request to the students using imperative utterances. (3) metalinguistic, teacher used this function in the context of providing information to help students develop and understanding of the

structure and function of language. (4) expressive realized by the teacher in the context of expressing her emotions such as anger towards students' behaviour and disagreement. (5) phatic function was realized by the teacher in accordance with the theory of Holmes (2014), aims to establish social relationship between teacher and students.

5.2 Suggestion

As the conclusions has taken the place, there are some suggestions presented due to this study:

1. It was proof that teacher frequently used referential function in teaching and learning process, however it was suggested that teachers should also use other types of speech functions appropriately, such as directive, expressive, and phatic functions, to engage students more effectively and create a positive learning environment that encourages students to develop their speaking abilities.
2. Different types of speech functions refers to different contexts and situations in which language is used. it was suggested that, teachers need to be aware of their speech functions to ensure effective communication with their students. This includes using the right type of speech function to convey information, provide instructions, and build rapport. By being aware of their speech functions, teachers can tailor their communication to better meet the needs of their students. This helps students understand the material more effectively and improves their learning outcomes.

3. For the future research, the researcher suggested that to investigate the impact of technology on teacher speech function, with the increasing of use digital tools in classroom teaching process. It is essential to analyze how these tools influence the types and frequencies of teacher speech and how it affect the students' speaking engagement.

