

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

According to the findings reported in the preceding chapter, the following conclusions are reached.

1. The types of speech functions used by male teacher in the English classroom of the second of the first-grade students at SMA Negeri 1 Kisaran. The types of speech function used by the male teacher in the English classroom interaction are statement (48.05% or 259 clauses), questions (19.9% or 107 clauses), offer (1.7% or 9 clauses), command (12.6% or 68 clauses), initiating minor (8.5% or 46 clauses), acknowledgement (5.6% or 30 clauses), contradiction (1.1% or 6 clauses), answer (0.4 % or 2 clauses), and responding minor (8.5% or 46 clauses). Meanwhile, the types of speech functions used by female teacher in the English classroom of the second of the first-grade students at SMA Negeri 1 Kisaran are statement (28.6% or 80 clauses), questions (21.4% or 107 clauses), offer (4.01% or 15 clauses), command (24.6% or 90 clauses), initiating minor (5.9% or 22 clauses), acknowledgement (12.8% or 48 clauses), contradiction (4.01% or 15 clauses), answer (0.53% or 2 clauses), and responding minor (1.33% or 5 clauses).
2. The realization of speech functions of male and female teachers is two ways that have been found in in classroom interactions, namely typical mood (congruent) and non-typical mood

(incongruent). In typical mood, there are five ways of speech function that have been found namely statement realized in declarative mood, question realized in interrogative mood, offer realized modulated interrogative mood, command realized in imperative mood, and initiating minor realized in minor. Meanwhile in non-typical mood, it is found four ways in realization of speech functions, named statement realized in tagged declarative, offer realized in declarative, and command and realized in modulated declarative. The speech function used by male and female teachers in classroom interaction demonstrates that the key assumptions made by Lakoff (1975) about what distinguishes the language of women who vary from males are not fully utilized by female teachers. Female teachers used almost all of the characteristics that male teachers used, such as more authority, interrupting more, and giving more command in English classroom interaction. Male teachers, on the other hand, used some characteristics that female teachers used, such as asking more questions, being more polite, and supporting each other in English classroom.

## **B. Suggestions**

In the end of this chapter, the researcher would like to give some suggestions related to the research as follows:

### **1) For Teacher:**

- a. Teachers are encouraged to conduct further exploration on the types of speech functions utilized in the English classroom in order to broaden their knowledge.
- b. It is advised that the teacher observe the impact of the speech function employed when leading a classroom in order to enhance the students' excitement.
- c. It is recommended that teachers encourage students to generate more questions during the teaching and learning process.

### **2) For the next researchers**

It is required to other researchers to conduct varied research in order to organize another classroom interactions activity, beside writing such as speaking, listening or reading, and any other factor that could possibly affecting the use of speech function by the teachers like tribe, demography, teaching strategic, etc., which are regarded significant in developing the students' belief in ways of learning English as well as raising teachers' performance in the teaching process.