

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this study, researcher have two conclusions, namely :

1. The observed classroom interaction adheres predominantly to a teacher-centered discourse model, wherein the teacher assumes control over both the content and direction of communication. This is evidenced by the teacher's extensive use of directive and declarative speech functions, which serve not only to convey instructional material but also to regulate student behavior and manage classroom flow. This interactional dynamic aligns with Halliday's interpersonal metafunction of language, wherein the teacher's role as an authoritative figure is linguistically constructed and maintained through strategic deployment of speech functions.
2. Students' speech function usage indicates limited discursive agency, with communicative contributions confined largely to statements and minor clauses, and seldom extending to initiating or directive forms such as commands or offers. This constrained participation suggests that student engagement within classroom discourse is predominantly reactive and compliance-oriented, reflective of structural power imbalances in teacher-student communication. Consequently, the potential for dialogic interaction and spontaneous communicative development is restricted, inhibiting learners' broader pragmatic and interpersonal linguistic growth.

5.2 Suggestion

In this research, researcher have two suggestion. Namely :

1. To foster a more equitable and dialogic communication environment, educators must intentionally restructure classroom interaction patterns to encourage more student agency. This can be achieved by incorporating interactive teaching strategies, such as think-pair-share activities, student-led discussions, project-based learning, and peer collaboration, that provide students with authentic opportunities to utilize the various functions of speech. Through these methods, students can move beyond passive roles and become co-constructors of meaning in the classroom.
2. Curriculum developers and language educators are advised to integrate explicit instruction on speech function awareness into language learning modules. Classroom activities should include role-plays, simulations, communicative tasks, and discourse analysis exercises that expose students to the various pragmatic functions of language. Such initiatives will not only improve students' functional fluency but also equip them with the linguistic tools necessary for real-world interactions, where the dynamic use of speech functions is essential for effective communication.