

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Interpersonal meaning is one of the meanings in language metafunction. Interpersonal meaning can discover the relationship between the communicators who interact in a conversation. Investigating the interpersonal meaning which covers the analysis of speech function and mood choice in realizing the speech function enables us to see the reality of social relationship among the communicators. The analysis in chapter IV leads us to the final conclusions which answer the research questions stated in chapter I.

#### 5.1 Conclusions

This research investigates the interpersonal meaning which reflected in mood system. It is focused on the realization of speech function, and the typicality of speech function which is realized in mood types in a non-formal English institution. There are four conclusions which can be withdrawn from this research.

First, it is found that generally the teacher produces more speech functions compares to the students. It means that the teacher has more chances to speak than students. Beside the speech function which is more productive (in numbers), the teacher is also a participant who has more initiation move. The teacher is the person who almost always starts the conversation. On the other side, students are more passive, they realized the speech function responses more, since the students have role as the respondents of teacher's speech. This result is supporting the proposition suggested by Eggins (2004) *the most striking indication of power is in who gets to be speaker in an exchange, and for how long*. Moreover, she continues, *the relationship of unequal power that as a society we set up for many genres of classroom interaction is realized linguistically by the teacher's simple dominance of the speaker role*.

Second, in this study there are twelve speech functions realized. The students realize all the speech function yet the teacher only realizes eight among twelve speech function. There are the absences of positive response: *acceptance* and negative responses: *disclaimer*, *rejection* and *refusal* in teacher's speech function realization. *Acceptance* which is the positive response of *offer* doesn't appear since students -as the initiator- have only one realization of *offer*. So it is acceptable if teacher has no *acceptance*. There are also the absence of negative responses; *disclaimer* which is the negative response of *question*, *rejection* which is the negative response of *offer* and *refusal* which is the negative response of *command*. The speech function which appears mostly in teacher's speech is *question* (45%). The opposite, speech function which appears mostly in students' speech is *answer* (45%). The result in this research shows that the speech function proposition (which is represented by *statement* and *question*) has higher number than speech function proposal (which is represented by *offer* and *command*). Thus, it can be concluded that interaction in the classroom interaction is dominated by exchanging information.

Yet, the speech function *command* (30%) is the second highest appears in teacher's speech function. Accordance to the fact, the second highest speech appears in students' speech function is *compliance* (22%). The number of speech function question and command in teacher's speech function is high so does with the students' response, speech function answer and compliance. It reflects the technique of teaching conducted by the teacher is different. The teacher shows the balance in exchanging information and exchanging service, it means there is teacher's effort to let students show their skill in demonstrating what they have learnt.

Third, most of the teacher and students' speech function is realized in the typical mood choice which means that the mood choice is congruent with the speech function. The teacher realized the speech function in two types of mood: 90% typical and 10% non-typical. Same as the teacher, the students also realized the speech function in two types of mood: 99% typical and 1% non-typical.

Fourth, from 10% of non-typical mood types realized by the teacher, 9 % is the initiation move, *command*. Typically, command is realized in imperative mood type, yet in this research, it is found that command is realized in alternative mood types: modulated interrogative, elliptical declarative and declarative. It indicates that teacher does more strategies in realizing her speech. This is interesting since usually the participants who have lower power, do more strategy. They do the strategy as a part of the effort to hide the intention or to show politeness. Yet the strategy used by the teacher in this research, is neither to hide the intention nor to show politeness, but to show the solidarity. It is in line with opposition suggested by Martin & Rose (2003) *realizing a command as an interrogative thus masks the inequality in status implied by the command*.

Based on the findings above, it reveals:

First, by applying command in typical mood types, imperative, it is a way of the teacher to preserve the power, but in the same time, the teacher also applies non-typical mood types in realizing command, e.g. modulated interrogative, elliptical declarative, or declarative, it means that the teacher builds solidarity and reduces the distance created by the status differential (Eggins, 1994, Christie, 2002). Thus, it indicates that the teacher plays a dynamic role in the interaction in the classroom.

Second, in the same time, students realized 99% speech function in typical mood types, which indicates that students also preserve their position as the respondents of the teacher's initiations. As it is also suggested by Eggins (1994) that we have to accept that relationships between teachers and students are culturally construed as being of unequal power. Interpersonal relation between the teacher and students involved the power relation. This fact can be identified from the teacher talking time –the longer time and the sentence length in speech- which dominated the session. The teacher power's source is from the knowledge, age, experience, position and the status. Over all, by looking at the grammatical choices speakers make, the role

they play on discourse, we have a way of uncovering and studying the social creation and maintenance of hierarchic, socio-cultural roles.

## 5.2 Suggestions

The result of this research is expected to be beneficial for teachers in conducting classroom interaction. Considering the importance of mood realization, it is expected that teachers know how to deliver the meaning in line with the function which is embedded in the speech. Thus, the speech uttered by the teacher doesn't raise students' confusion. It is also hoped that the results of this research can be a reference for teacher on how to conduct the effective interaction in the classroom, especially in EFL classroom.

It is also suggested to teachers to apply various methods of teaching by realizing multiple speech function. It is the era of student-centered learning, as shown by the result of this research that teacher is no longer considered as the source of the knowledge, as she realized the speech function mostly in *question* and *command* not the statement, it indicates that teacher no longer merely gives information yet the teacher is playing the role as the facilitator of the learning process who enables the students to reach their own goal in learning. The teacher encourages the students in the way she utters the appropriate speech function with the appropriate mood types. She lessens the portion of teacher speaking time by giving time for students to practice the language in pairs or group even the initiation is still mostly coming from the teacher. The existence of the negative responses is also considered as a good sign of the activeness of the students' participation in the classroom interaction.

This research has its limitation and based on that fact, there are several suggestions for the next researchers who are interested in investigating the same field.

This research is limited to the exploration on interpersonal meaning from the realization of speech function and the mood choice. Further, the interpersonal meaning can be explored by exploiting the other mood system, such as mood structure and modality. The upcoming research is expected to explore those two aspects so that it could complete the exploration of the text.

This research has only three samples of interaction in the non-formal setting of English course. The next research is expected to broaden the area of the research, not only the English classes but also the other subjects learnt in school or the other informal settings.