

Chapter 5

Conclusion and Suggestion

5.1 Conclusion

This study seeks to find the realization of mood in teacher's talk in EFL classroom interaction and also to identify different mood realization in different teacher's roles. From the results and findings in previous chapter, several conclusions can be drawn.

First, mood is realized through the use of declaratives, interrogatives and imperatives. Looking at the realization of mood in the teacher talk in EFL classroom interaction based on the data from the classroom discourse analysis, the teacher tended to use more declarative and interrogative mood types. It shows that the teacher liked to explain and to assess the students' comprehension of the lesson discussed. Concerning the speech functions in the classroom, based on the discourse, actually the teacher mostly used questions and commands during the interaction process in the classroom, then statements and the last is offers. She produced 174 questions with different typical mood clause, 95 commands, 56 statements and 15 offerings. Each initiation was expressed in different typical moods.

Second, relating to the mood realization in different teacher's roles in the classroom, based on the data from observation, most roles were performed by the teacher, and she tended to be strict at one role i.e. as the controller, but sometimes she changed her role into other roles even though it was in a very little portion. All of her

roles performed in the classroom were supported by the data from the classroom discourse.

Based on the findings above, two important points can be raised. First, although one may assume that the teacher's role in a lower secondary education is different from other educational institutions, the result shows that the role of the teacher in lower secondary education depends on the approach of the teacher and his/her teaching and learning experiences on handling the class. Regarding this, there were several points to remember that the teacher in lower secondary tends to act more as a controller, a traffic keeper or gate keeper that selects to reject or permit anything to be applied to the class. Second, speech functions that determine the realizations of the mood of the teacher were independent, even though in the different situation it will depend on the responses of the students whether they are supporting or confronting response.

It can be concluded that the teacher in the class observed tended to exert power that it is typical to the culture of education in Indonesia in which teachers have most authority in the classroom. On the other side, it is evidenced that Systemic Functional Grammar (SFG) was able to describe one of the issues from classroom interaction, particularly in describing teacher's talk and teacher's roles in the classroom interaction.

5.2 Suggestions

From the conclusion above, there are some suggestions that are noted. First, for the next study, it will be better if the study is conducted in longer time in order to give contribution in other contexts. Utilizing other research instruments such as questionnaires and interviews will provide more detailed data since this study only utilized observation to get the data. This study only took five classroom observations. Other phenomenon could be found if the classroom observation were done more than five meetings. In relation to the number of students and classes involved in this study, it would be good if the class used as the samples more than one teacher and 30 students in one class. Therefore, the finding could be more various.

Second, related to the teacher's role in lower secondary education, it will be better if the next researcher compare it with another teacher based on gender, educational background, or different cultural background. By conducting this, it can be found that whether it is found different result from one another because it is assumed that different person has different characteristics and personality.