CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are some conclusive points which can be drawn from the findings and discussion. The points are presented in the following:

1. The language functions used by the student teachers (STs)

There are seven language functions identified by Halliday. They are interactional, heuristic, instrumental, personal, representational, regulatory, and imaginative function. From the seven language functions, there are four functions used by all of the STs. They are interactional, instrumental, personal, and representational functions. Heuristic function is used by eight STs. Regulatory function is used by five STs. Imaginative function is the only one function which is not used by all of the STs. In other words, the STs use interactional, instrumental, personal, representational, heuristic, and regulatory functions. It means that those six language functions commonly appears when the STs teach in classrooms.

The nine STs use different language functions. Five STs use six language functions. They are interactional, instrumental, personal, representational, heuristic, and regulatory functions. Three STs use five language functions. They are interactional, instrumental, personal, representational, and heuristic functions. One ST use four language functions.

They are interactional, instrumental, personal, and representational functions. It can be concluded that the five STs can optimalize the functions of their language in classrooms, while the four STs have not use their language optimally.

2. The student teachers (STs)' difficulties in using the functions of language

The STs face some difficulties in performing language functions. There are two basis difficulties experienced by the STs in performing the language functions. They are from the STs themselves and the students. The difficulties faced by the STs from themselves are the limited STs' ability in English, the less preparation by the ST, and the ST's voice. The problems faced by the STs from their students are the limited students' ability in English, the students feeling unexcited, the students feeling afraid, and the students' less concentration. To solve the STs' difficulties from themselves, they can practice or learn several times before teaching. Therefore, they may get used to having appropriate pronunciation and vocabulary. In addition, they should prepare all of things which are needed for teaching well since preparation is a half of success. To anticipate the problems from their students, they should modify their language when the students are difficult to understand the STs' utterances. Moreover, they should learn and make how to create an interesting activity in the class. Besides, they have to learn practicing how to teach English nicely with high spirit as well to build a positive classroom environment.

B. Suggestion

The researcher gives some suggestions at the end of this researcher as follows:

1. For the student teachers

After reading the result of this research, the student teachers can get a lot of information as a reflection about the functions of language which they use in PPL 1. They can learn by themselves how they use the language in class. By reading this research, the researcher hopes that they can increase their understanding about the functions of language when they teach in PPL 2 or at real schools.

2. For the English Teacher Education Department

The teacher and training faculty especially for ETED can use the result of this result to increase student teacher's awareness about their language or the functions of language since teacher's utterance is one of the important aspect in teaching as well.

3. For the readers

Readers can read this research as reference about language functions in english teaching classrooms because there is still limited information especially in Indonesia about the Halliday's seven language functions.

4. For further researchers

There are so many aspects in classroom discourse which is interesting to find out such as the teacher talk, student talk, teacher-student talk, and many others. By reading this research, the researcher hopes that the next researcher can do research about classroom discourse using other theories, for instance based on Searle's theory about the speech act.

