

CHAPTER V

CONCLUSION AND SUGGESTIONS

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is the conclusions of the findings. The second is the writer's short-term suggestions and long-term suggestions concerning the speech accommodation.

5.1 CONCLUSIONS

Communication and interaction are very necessary for a social live because from the beginning people have been a social being; therefore they have developed patterned ways of doing things and talking about them (Lado, 1984:24). As a result, language is needed in order to be able to make an interaction with other people. Concerning the importance of language in life it might be the reason why people begin to learn other people's language in order to be able to communicate with one and another (Renkema, 1993:7).

Learning other languages can be promoted also in a classroom in a foreign language setting. The problem of learning a foreign language in a non-native country is in providing the natural condition for maintaining the interaction between a teacher and pupils. Therefore, the teacher should use an appropriate way to maintain the interaction in the classroom.

A classroom is a formal environment where an interaction takes place. Ideally, this should involve an interaction between a teacher and pupils and

between pupils and pupils. It is the teacher who should promote this kind of interaction. According to Krashen (1982) a classroom is the best place to supply a comprehensible input. This type of input will encourage pupils' interaction with their teacher as well as their fellow pupils. The more they take part in the interaction the more they acquire the language (Krashen 1982:161)

Based on the writer's experience, there are still a lot of difficulties found by the English teacher to accommodate their speeches in order to maintain an interaction in teaching, especially in teaching English as a foreign or second language. One of the common problems encountered by an English teacher as a strong motivator is to provide and increase the effectiveness of their speeches to improve pupils' ability. The teachers can adopt a way taken from the field of sociolinguistics called "speech accommodation". Inspired by this theory and her experience, the writer was encouraged to conduct the study under discussion.

There were two English teachers of elementary pupils of Intan Permata Hati Surabaya taken as the subjects of this study. The data of each teacher's meeting was recorded in a classroom discourse of the third elementary pupils of Intan Permata Hati, Surabaya. The writer recorded teacher A's meeting twice in a different time and teacher B's meeting twice in a different time also. Then, the data were written in two different transcripts for each of teachers' meetings. The transcripts of teacher A's meetings were labeled as teacher A meeting 1 and meeting 2 and the transcripts of teacher B's meetings were labeled as teacher B meeting 1 and meeting 2. Each of the transcripts was analyzed using the parameter, which had been set up.

The findings of the analysis lead to the following conclusions:

1. Based on the results of the data, the use of speech accommodation by both teachers in data teacher A meeting 1 and 2 and teacher B meeting 1 and 2 showed that both of them particularly used a **speech convergence** (see tables 4.1.1- 4.1.2; pp.72 and 73). This is theoretically acceptable because speech convergence can be defined as a linguistic strategy which a person adapts to each other's speech (see p.17) Based on this view, the writer concludes the use of a speech convergence appropriately maintain teacher-pupils' interaction in the classroom. It pointed out how teachers get along with their pupils since teachers embroiled themselves into the communication with pupils by developing or responding the pupils in such a way so that the pupils have an understanding of the teachers' input. Moreover, the way they adjust their utterances and provide the input which was understandable, create better interaction between them, since interaction itself is as a process of transferring knowledge and skill. The more interaction the pupils have, the more they acquire the target language.
2. Further, from the findings, one was able to find out that the most frequent type used by both teachers was a **speech upward convergence** (see tables 4.1.1 – 4.1.2; pp.72 and 73). This can be conceived since the use of a speech upward convergence by those teachers is related to the teachers' role as a strong motivator, facilitator and controller in the classroom. The teachers have placed themselves in the position to control the topic or

activity by questioning, answering, clarifying, directing, or apologizing in order to put the language learning as a center of attention. It is because through a speech upward convergence, which apply properly, the teachers are not only controlling the topic and activity but also influencing the pupils so that a better knowledge in language acquisition can be achieved in the classroom; of course it should be utilized with correct approaches.

3. The use of speech divergence by both teachers were **identified of the clarify**. It is theoretically acceptable since in teaching a speech accommodation has many different styles but has the same purposes. (see p.15). Teacher A in the first meeting and the second, delivered her utterances in a speech divergence when she found out that her pupils did not have an encounter of the topic of the discussion while teacher B in the second meeting delivered her utterances in using a speech divergence wished to have an encounter with her pupils. Teacher A used a speech divergence in order to control the topic and the class situation when she found out that her pupils had some talks or questions, which were not related to the class topic of discussion. While, teacher B also used this type in order to clarify the topic personally to her pupils so that the pupil understand her explanation or lesson in a class; therefore, she sometimes delivered her utterances in Indonesian instead of English. This was one of her ways to diverge her speech in order to clarify her explanation. Based on this view, the writer is able to confirm that this suits to the theory of a speech accommodation that it is one-way the teacher's signal their desire

to get on well with pupils and to make them feel comfortable and maintain the classroom interaction. (See p.16)

4. Meanwhile, this study found out that the teacher mostly used the same type that was speech upward convergences and the ways of applying them was more frequently **in the form of complete sentences** than incomplete sentences (See tables 4.2.1 – 4.2.4; pp.75-85). The use of those types can be conceived since a classroom is one of the common places to language acquisition. The teachers prepare and plan in such away in providing their utterances to gain a language development for their pupils, in this case English. Therefore, they provide their utterances in the form of complete sentences instead of incomplete sentences.
5. This study also found out that both teachers frequently used the type of **rising intonations** instead of falling intonations (See tables 4.2.1 – 4.2.4; pp.75-85). The use of those types was quite understandable since the teachers were dealing with young pupils. Hence, the writer concludes that the teacher persists to develop the strategies and motivations by using the form of complete sentences with rising intonations to provide the essential information, to draw the pupils' attention. These ways make the pupils are interested and easily understand the topic; therefore, they are motivated to act in their effort to interact and use the target language that they are learning. Moreover, The writer concludes that through the situation in which both teacher and pupils strive to communicate particular meaning, causes the pupils became competence in using the target language;

automatically, they acquire the target language. On the whole, the use of a complete sentence with a rising intonation in an upward convergence causes the pupils actively involve on the conversation which promote an acquisition of language.

6. From the investigation, the writer also found out that both of the teachers **did not use repetitions frequently**. The teachers did not present the new materials instead of reviewing. (See tables 4.2.1 – 4.2.4; pp.75-85) Thus, the writer is able to draw a conclusion that teachers do not always present the forms of repetitions when teachers know that former references and simple colloquial structures or vocabularies have been established.

Learning second language or another language, in this case English, usually involves not more than just learning literal meaning of words, grammars, pronunciations or intonations but it requires a sufficient understanding by providing a comprehensible input. The way of the teacher delivered their speeches to maintain the interaction should be in an appropriate way in which normally used. On the whole, this study has found out that a speech accommodation can be used by the teacher to modify the interaction by providing comprehensible input to facilitate the pupils to gain much information from the teachers. It, of course, causes a conversational adjustment which can aid comprehension of the pupils, as they have an understanding, automatically, it promotes an acquisition of language since Krashen (1983:130) states that a classroom is the best place to supply comprehensible input to encourage interaction. The more they take part in the interaction, the more they acquire the language (see p.24). In other words, a

speech accommodation, which is used appropriately, helps the acquisition of the target language; in addition, the function of using a speech accommodation by the teachers is the desire to maintain the interaction between a teacher and pupils to gain the aim of learning.

5.2 Suggestions

Finally, the writer proposes some suggestions dealing with this study. This suggestions consist of short and long term suggestions

5.2.1 Short-term Suggestions.

1. Based on the result of the analysis, the writer suggests that, in handling a class, particularly the teachers at the third grade of Intan Permata Hati should be creative in many ways. One thing that they could do is applying the strategy of a speech accommodation, whether it is a speech convergence or a speech divergence in order to influence the interaction between a teacher and pupils in a classroom so that the pupils can easily acquire the target language. Hopefully, this suggestion also means for other schools that have the same qualification as the third grade of Intan Permata Hati.
2. The teacher should use the appropriate strategy of a speech accommodation in order to maintain the interaction in a classroom by providing the essential input so that the transfer of knowledge and skill could be achieved.

3. The teachers should use a speech upward convergence when they speak to control young learners in a classroom situation. It is because through an upward convergence, which applied properly, teachers are not only controlling the class which actively runs at the moment but also influencing the pupils to obtain better knowledge in a language acquisition.
4. The teachers should develop the pattern of a speech style in a form of complete or incomplete sentence with a rising intonation or falling intonation as it is stated as the result of the research in order to help pupils to acquire the language especially when they are teaching young learners. It is because teachers are the most important figure in class since they are able to provide models for their pupils to hear their utterances and automatically they pupils could create simple responds or expresses their speeches in such a way. Meanwhile, pupils are the target of learning who depends much on the teacher's speeches or instructions.
5. The teachers should not frequently respond to the pupils' talk by using form of words repetitions or simple structures when they find out that they have been established well, instead of introducing alternative structures and ways of expressing similar meaning of words beyond the pupils' understanding.

5.2.2 Long-term Suggestions for Further Research

The writer realizes that this study only investigated the kind of strategy to deliver the speech in a teaching language in general forms. She expects that there would be another study done by other S1 graduated pupils of English Department that could show the impact of such strategies in the pupil' s performance using longitudinal study with quantitative design. She believes that such studies could prove strongly about the importance of speech strategy in teaching another language in the classroom situation.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Allen, W. Stannard. 1971. *Living English Speech : Stress and Intonation Practice for the Foreign Language*. London: Longman Publisher
- Bogdan, R.G. and Biklen, S.K. 1992. *Qualitative Research for Education (2nd Edition)*. Boston, MA: Allyn & Bacon
- Brown, H.D.1987. *Principles of Language Learning and Teaching*. New Jersey : Prentice Hall, Inc.
- Brumfit,C.J.Moon, and R. Tongue. 1994. *Teaching English to Children*. New Jersey, Prentice Hall, Inc, Englewood Cliffs.
- Chaudron, Craig. 1990. *Second Language Classroom: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Cook, Guy. 1989. *Discourse: Language Teaching*. Oxford: Oxford University Press.
- Ellis, Rod. 1986. *Understanding Second Language Acquisition*. New York: Oxford University Press.
- Fraenkel, Jack. R. 1990. *How to design and Evaluate Research and Education*. New York: Oxford University Press.
- Frank, Marcella. 1972. *Modern English: Exercises for Non-native Speakers*. New Jersey, Prentice Hall, Inc, Englewood Cliffs.
- Gaises, Stephen J. 1983. "The Investigation of Language Classroom Process". Tesol Quartly. Vol 17, No 2 June.
- Giles, Howard and Jenny. 1982. *Advances in the Social Psychology of Language*. Cambridge: Cambridge University Press.
- Herbert Gans. 2000. *The Research Process in Education*. Rockhampton: Central Queens Land University.
- Herbert, W. Seliger. 1972. "Does Practice Make Perfect? A Study of Interaction Patterns and L2 Competence". *Language Learning*. Vol 27, No 2.
- Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. New York: Long Man Publishing.
- Krashen, Stephen D. 1989. *Language Acquisition and Language Education*. London: Prentice Hall International LTD

- Krashen, S.D and Tracy D.T. 1983. *The Natural Aproch*. San Francisco: Pergamon Press and Alemany Press.
- Krashen, Stephen D and Tracy D Terrell. 1982. *Principles and Practice in Second Language Acquisition* New York: Pergamon Institute of English.
- Lado, Robert. 1984. *Language Teaching: A Scientific Approach*. New Delhi: Mc Graw – Hill Publishing
- Lehmann, W.P. 1983. *Language: An Introduction*. New York : Random House
- Lier, Leo Van. 1982. *The Classroom and the Language Pupil*. New York: Long Man.
- Mc Millan, James h. 1992. *Educational Research*. New York: Harper Collins Publisher
- Morley, Joan. 1979. *Improving Spoken English : An Intensive Personalized Program in Perception, Pronunciation, Practice in Context*. The University of Michigan.
- Morris, S and C.G. Schwartz. 2000. *The Research Process in Education*. Rockhampton: Central Queens Land University.
- Picard, Mark. 1980. *A Constraint on Rule Complementation*. Indiana University Linguistic Club.
- Renkema. 1993. *Acquiring Language in a Conversational Context*. London: Academic Press.
- Taylor, Insup and M.Martin Taylor.1990. *Psycholinguistics Learning and Using Language*. New Jersey: Prentice Hall, Inc.
- Tsui Bik-May, Amy. 1985. *"Analyzing Input and Interaction in Second Language Acquisition"*. RELC Journal. Vol 16. No. 1 pp: 10-12