

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The utterances was framed in tables that consist of power and solidarity. It divided into some categories of power and solidarity. Such as power as control, power as struggle, power as judgment, lack of power or silence, solidarity as closeness, and solidarity as paying attention. The reader will be easier to understand and know that power and solidarity divided into some categories. This is the total of utterance that consist of power and solidarity in some categories from two Muhammadiyah high schools of Surabaya. Power as control in SMA Muhammadiyah 7 (7 utterances) and SMA Muhammadiyah 2 (4 utterances), power as struggle in SMA Muhammadiyah 7 (4 utterances) and SMA Muhammadiyah 2 (5 utterances), power as judgment in SMA Muhammadiyah 7 (5 utterances) and in SMA Muhammadiyah 2 (4 utterances), lack of power or silence in SMA Muhammadiyah 7 (3 utterances) and SMA Muhammadiyah 2 (1 utterance), solidarity as closeness in SMA Muhammadiyah 7 (5 utterances) and SMA Muhammadiyah 2 (2 utterances), the last is solidarity as paying attention in SMA Muhammadiyah 7 (3 utterances) and SMA Muhammadiyah 2 (2 utterances).

Power and solidarity were implemented. The teacher and the students made good interaction in speaking class. The writer described the kind of phenomena that consist of power and solidarity in the classroom. Such as how the teacher control or manage the classroom, fair in taking decision, and attract students to response. On the other hand, the teacher gave chance to the students for giving opinion or sometimes made some jokes for closeness. The teacher made speaking class in fun way in order that student would be enjoy in the classroom. So, the power and solidarity from both of schools were similar in some reasons. First, both of schools were using power and solidarity while learning process. Second, the teacher instructed students to do assignment in pairs or group (not individual). Third, the teachers corrected student's assignment and reminded others students who did not

pay attention in the class. In addition, the differences came from the way of the teachers implemented in the classroom, especially in speaking class, it was including the voice of teacher in one of schools was loud and another was clear enough. The teacher in school A was too motivated because he is young. In addition another was motivated enough but sometimes the teacher in school B was forgot to remind the students who made noisy while learning process. However, teachers and students has a different implementation of power and solidarity in classroom whether it came from the teacher or the students, especially in speaking class. Such as in the SMA Muhammadiyah 2 have more power as control however in SMA Muhammadiyah 7 have more solidarity as closeness. Whereas, both of schools were using power and solidarity while learning process.

5.2 Suggestion

These are suggestions for the reader or the next research who will analyze about this deeper. For the first, try to take the data by audio-visual recording with good software and well preparation in order to reduce clear voice for listening and transcribing it easily. Furthermore hopefully the research can have benefit to the next writer to analyze deeper and better than this, because the research shared some elements of being a good teacher how to implement power and solidarity in good way in order to make learning process more fun and enjoy especially in speaking class which the students asked to speak up more. The last, the writer hopes to next writer that this research can analyze power and solidarity better by using better theories and it can be useful for teachers especially candidate of English teacher to implement power and solidarity in the classroom as good as possible.