

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, it presents the conclusion based on the research finding and discussion and suggestion for the lecturer of English Department, the students and the next researcher in using politeness strategies.

A. Conclusion

Based on the data analysis, finding and discussion, a conclusion can be drawn that the lecturer and the students of Morphology class employed three strategies; *positive, negative and bald on-record politeness strategy*. While the lecturer and students of Current Issues on ELT class just employed *positive politeness strategies and bald on-record politeness strategies*. Along the conversation *code switching* occurs in both of the classroom interaction. It occurs because they influence by their language ability that are Javanese and or Indonesian. It also does not make the students confused about the lecturers' utterance because the students sometimes do not know some vocabulary that the lecturers used.

The lecturers use *positive politeness strategy* in interaction to reduce the threatening face of the students and to make them feel comfortable in teaching process. Besides using *positive politeness strategy*, the lecturers also use *bald on-record politeness strategy* to make the students understand about what the lecturers said. Therefore, the lecturers explain about the topic by using direct and clear utterances.

On the other hand, the finding shows that the interaction between the lecturer and the students are largely dominated by the lecturer. Although the lecturers give stimulus to the students, but the students just keep silent. It can be seen in Morphology class. The lecturer sometimes asks to the students and answers the question by himself.

Based on the grammatical form of the utterances in the lecturer-students interaction, it shows that they use *declarative, imperative, interrogative, and exclamatory sentences*. The lecturers mostly use interrogative sentences to ask the students about the topic. Different from the lecturer, the student uses interrogative sentence to ask the lecturer's permission. The lecturers and the students use command, question, exclamation, suggestion, and statement based on the function of the utterances. Sometimes, the lecturers use imperative sentences to give command to the students, but sometimes they use it to motivate the students.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestions as follow:

1. To the Lecturer
 - a. The lecturer should give stimulus to the students in order to make them speak up in the classroom.
 - b. The knowledge about politeness strategies in interaction becomes important knowledge for the students. Therefore, the lecturer should give knowledge about the way to interact with each other by using polite utterances.

- c. It will be better for the lecturer if they use the four strategies of Brown and Levinson's theory when they teach in the class. Therefore, they can apply positive politeness strategy when explaining the topic to the students or use *off-record* politeness strategies in giving example.
2. To the Students
 - a. The students should learn about politeness strategies. Therefore, they will know about a good way to interact with their friends, moreover with their lecturers.
 - b. The students should give many opinions when they answer the question of the lecturer by practicing variation of the strategies in order to increase their knowledge about politeness strategies.
 - c. Politeness strategies do not only can be used in the classroom, but the students should practice it when they interact with everyone. For example, their parents, brother, sister and etc.
3. To the Next Reader
 - a. The next researcher can conduct the research about politeness strategies by reordering the planning better than before to get the better result.
 - b. The next researcher can conduct the research further, deeper and more comprehensive in analyzing politeness strategies in lecturer-students classroom interaction.