CHAPTER VI

CONCLUSION AND SUGGESTIONS

A. Conclusions

To sum up, the conclusions of the study according to the findings are both teacher and students performed Searle's illocutionary speech act during classroom activity. However, from five kinds of illocutionary speech acts, there are just three of them which are applied that are dirctive speech act, assertive speech act, and expressive speeech act.

From the teacher utterances, it reveals that the most dominant illocutionary speech act applied is directive illocutionary speech act that is applied in 13 utterances (52%), then followwed by expressive in 6 utterances (24%) and the lst is assertive illocutionary speech act in 5 other utterances (20%), and the last is an utterance of commissive illocutionary speech act (4%). In addition, it also found from the students' utterances which are included into Searle's illocutionary speech acts. From the most frequent is assertive speech acts which are applied in 6 utterances (40%), then directive speech acts which are applied three times (20%) and the same point of expressive speech act which are applied in three times utterances (20%), then the declaratory illocutionary speech act is applied twice (13,4%), and the last one is an utterance consisted of commissive illocutionary speech act (6,6%).

Therefore, illocutionanry speech acts are commonly applied in an interaction, especially in classroom interaction whether in opening, main activity, or even closing. However, it also may be found other kinds of speech act in a classroom activity.

B. Suggestions

According to the results of this study, the suggestions are addressed for the teacher, students, and the further researcher. For the teacher, it is important to acknowledge more about speech act especially in classroom interaction. It is important for creating strategy of classroom management also how it can be used to live up the class because the tecaher becomes the model who provides the language context and then will ask for the students adds in requiring them to be more active. So, the language will be more efficient and easier to understand.

Second, for the students who play a role as the participants of the class, it is expected that they should know about speech acts in a language use as they will contribute their opinions, experiences, or viewpoints about an item to make an answer or response to the teacher. Besides, if the students lack of pragmatic competence including this kind of speech act, it will leads to an inappropriate communication between the students and the teacher.

Last, for the further researcher, hopefully this research can give more insights regarding to the study about the speech act theory. Also may the results of this study can be considered by the researcher who will review about the same case as the results are can be used as the materials, guidelines, informations or comparable material to other studies.