

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions and suggestions. The conclusions of this research are based on the findings and discussion in the previous chapter. After drawing the conclusion of the research, then the researcher presented the suggestions related to the research findings.

5.1 Conclusions

1. Speech Acts Used by the English Teacher and the Students in the Teaching Activities

Based on the first research questions related to the speech acts used by the English teacher and the students in the teaching activities, there were four types of speech acts spoken by the English teacher and students in teaching activities. The total data included 178 utterances or 100%, of which 108 utterances or 61% were representatives, 63 utterances or 35% were directives, 6 utterances or 3% were commissives, and there was only 1 utterance identified as expressive or 1% of the total data. So, it could be concluded that the most types of speech acts used by English teacher and students in teaching activities was representatives, followed by directives, commissives, and expressives.

2. The Implementation of Speech Acts Spoken by the English Teacher in the Teaching Activities

The second research question related to the implementation of speech acts spoken by the English teacher in the teaching activities, there were some conditions were applied by teachers when teaching in class. The first was to use speech acts in a simple way. This aimed to make the students understand what the teacher said, as well as to avoid miscommunication and misunderstanding. The second was that the teacher did not use speech acts with implicit meanings. This was related to the previous point, where students had different English skills so there could be some students who did not understand the teacher's language. Then, the last implementation was the teacher often pointed certain students to be a trigger for other students. This aimed to attract the interest of other students to be involved in a discussion, so that there was an active interaction between the teacher and the class.

3. The Reason Why Teacher Use Certain Types of Speech Acts in Teaching Activities

The last research question related to the reason why teacher used certain types of speech acts. The use of speech acts in classroom instruction plays a crucial role in enhancing students' comprehension, encouraging engagement, and minimizing miscommunication. Teacher intentionally used a variety of speech actions, not just to present content,

but also to guarantee that students actively analyze, understand, and interact with the material. By consciously modifying their language based on students' needs, teachers create more inclusive, interactive, and effective learning environments.

5.2 Suggestions

After conducting this research, the researcher would like to give some suggestions related to this research as follows:

1. For English Teacher

Teachers are expected to teach speech acts to high school students. Teachers should also provide an understanding of the importance of speech acts so that students are aware of how language should be used. Then, teachers are also expected to provide opportunities for students to be more actively involved in classroom interactions.

2. For Students

Students are expected to learn and begin to explore the understanding of pragmatics, especially speech acts. Students can apply speech acts in real-world situation or they can use role-plays and simulation to practice. With the understanding of speech acts, students will be aware of how language should be used. Thus, it will reduce the risk of misunderstanding and miscommunication in their interactions.

3. For Researchers

The researcher expected that this study will be useful for other researchers who conduct study related to pragmatics, especially on the use of speech acts in teaching and learning activities. The researcher also hopes the future research can further develop and expand upon the investigation of speech acts within classroom interaction to provide deeper insights into their role in facilitating effective communication in educational settings.

