# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

The findings in this research reveal that the interjections found in the *So Childish* Webtoon comic can be categorized according to Ameka's (1992) framework: expressive (which includes the subcategories of emotive and cognitive), conative, and phatic interjections. The most frequently used type is emotive, followed by conative, phatic, and then cognitive interjections. Each type serves a different communicative function—some express spontaneous emotions, some capture the addressee's attention, others help maintain the flow of conversation, while some reflect the speaker's cognitive or mental state at a given moment. These findings highlight the functional diversity of interjections and their central role in shaping informal, spontaneous dialogue.

In line with this, the analysis of emotional states expressed through interjections revealed a total of 29 emotions, based on Jovanović's (2003) and Fraser's (1996) classifications, along with 8 additional emotions proposed by the researcher. The most frequently occurring emotional states were desire for attention, approval, and surprise. These emotions reflect the informal and spontaneous nature of the conversations portrayed in the comic, where interpersonal closeness and relational cues are prioritized. Notably, four emotional states included in Jovanović's classification were not found in the data, indicating that not all categories are equally relevant or observable in casual, dialogue-driven media. This

highlights the importance of contextual sensitivity when applying theoretical frameworks to natural conversational settings.

**5.2 Suggestion**

After concluding the findings and discussion of classification of interjections and what the emotional state that reflect in previous chapter, the researcher would like to present several suggestions as follows:

1. Future reseacher

Given that this research focused on interjections and emotional states in a Webtoon comic that primarily uses African American Vernacular English (AAVE), future research is encouraged to examine other varieties of English to explore how different linguistic norms influence the use and function of interjections. This may include analyzing interjections in British English, Indian English, or Singapore English, which may reveal culturally specific emotional expressions and pragmatic functions. In addition, future studies could also focus on different genres—such as drama, horror, or action—to identify emotional states that are more complex or intense, such as grief, triumph, or deep fear, which were not present in the slice-of-life genre used in this study. These directions may help broaden the scope of interjection research and contribute to a deeper understanding of how language, emotion, and genre interact in various discourse settings.

2. Comic author

For comic authors, the findings of this study highlight the importance of using interjections to help shape a character's traits and emotions. A more varied use of interjections can strengthen how the characters feel and react, which also supports the development of the plot. Since interjections can express emotions briefly but clearly, they are useful for creating natural and expressive dialogue without needing long explanations. Interjections can also help create the mood of the story and make the reactions of the characters feel more natural. In conclusion, by choosing and using interjections more thoughtfully, comic authors can improve the way their stories feel and make the characters more believable and expressive.

3. English teacher

For English teachers, this research can also serve as a valuable resource for teaching pragmatics, especially in introducing interjections that commonly appear in everyday conversations. Through this study, teachers can present real and contextual examples of how interjections function in informal language, such as in comic dialogues. These examples can help students understand not only the meaning of each interjection but also the emotional states and intentions behind their use. Moreover, using comic-based materials makes the learning process more engaging and relatable for students. In conclusion, integrating interjections found in literary media such as comics into classroom activities enriches students' understanding of pragmatic

features in English and improves their ability to interpret emotional expressions in authentic language use.