

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the research results on using speech acts in EFL classroom interactions. The research was conducted at MAN 1 Medan; English teacher and students in class XI IPS 1.

5.1 Conclusion

After analyzing the data, the researcher found four types of speech acts used by teacher during class interaction: representatives speech acts, directive speech acts, commissives speech acts, and expressive speech acts. In addition, based on the findings, the researcher found three types of speech acts used by students during classroom interactions; representatives speech acts, directive speech acts, and expressive speech acts.

The reason teacher and students used speech acts in classroom interactions, first exchanging factual information by explain materials or giving example to make students understand the lesson well. Second, asking students to provoke students to participate more actively in classroom. With speech acts, the teacher creates a class with positive vibes so that students who learn English as a second language will be excited. In the classroom interaction, students also use speech acts such as actively responding to teacher questions, debating, or asking questions. Besides increasing the value of activity in the classroom, speech acts increase the intimacy between teacher and students during teaching and learning. And the last, teacher and students used speech act to expressing an emotional attitude.

5.2 Suggestion

Based on the conclusions, some suggestions are proposed to the following parts:

1. The objective of this research is limited only to identify the types of speech acts used by the teacher and students in classroom interaction and the reason teacher and students use speech acts in classroom interaction.

Therefore, it is expected that this research's limitation will encourage other researchers who wish to carry out similar studies to investigate more about other aspects of speech acts.

2. This research can help teachers during the lesson could be clear and easily utterances to be understood and can use speech acts to imply the messages of the utterances to help guide the students in the teaching-learning process; the teacher must be more active and give special attention also explain the material with the easy words. Using some directives speech acts may help teachers deliver messages for students and make teaching learning more communicative.
3. This research can be a reference for students to improve their knowledge about types of speech acts. Speech acts will always find in any activity, like in the teaching-learning process. Understanding the meaning and purpose of some speech acts can help them understand both teacher and student's utterances to deliver the message they want to say and make the teaching-learning process more efficient and running as well.