

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss the conclusions from each the findings of this research. The conclusions of the findings are briefly described and sorted according to the problem formulation of this research. In the next section, it will discuss suggestions that researchers can give to further research based on the experience of researchers at the research site which researchers cannot discuss one by one due to the limitations of this study.

5.1 Conclusion

As for some research findings on teachers' directive speech acts in English learning interaction at MTS Pulokemiri, the following conclusions can be drawn. The types of directive speech acts of teachers in learning interactions at MTS Pulokemiri can be seen from the learning stages, namely the pre-teaching stage, the core stage, and the post-teaching stage. The types of directive speech acts used by teachers at all stages of learning are: command, request, invitation, and advice. The type of directive speech act that is mostly found in each learning stage is the type of command with 62% data. According to the English teacher, it is more effective to manage the students in the class if they use commands. By using commands, students become more responsive, understand what they have to do and by being given direct orders, they become less passive during the learning process. Apart from using commands, teachers also sometimes use invitations so that students would cooperate and participate in learning activities. Moreover, when giving feedback, advice is the type of directive speech act that is more often used.

The strategy of delivering teachers' directive speech acts in English learning interaction at MTS Pulokemiri can be seen from three stages of learning, namely pre-teaching stage, core stage, and post-teaching stage. There were only three strategies used by teachers at the meeting. The direct literal strategy is most widely used by teachers in classroom interactions with a percentage of 82%. The English teacher stated that the use of direct literal strategies is used with the aim

that students will immediately understand the teacher's intention, so that students quickly do something as desired by the teacher. Direct and literal speech acts will be easily understood by speech partners because speakers use sentences with straightforward meanings, due to the direct relationship between structure and function.

The factors behind the use of directive speech acts of teachers at MTS Pulokemiri include speakers and speech partners, context of speech, purpose of speech, speech as a form of action: speech acts, and speech as a product of verbal action. Among those five factors, the factors of speakers and speech partners, speech context, and speech purpose are most often used in the use of directive speech acts of teachers in class VIII MTS Pulokemiri. This shows that directive speech acts are inseparable from the factors of who is talking to whom, the context behind an utterance, and the cold purpose conveyed from an utterance.

5.2 Suggestion

The researcher hopes that teachers will continue to pay attention to the speech used during the learning process. The use of types, strategies, and factors behind the use of directive speech acts are some of the things that influence the learning interaction in the classroom. Therefore, teachers are expected to optimize the use of varied directive speech acts that are in accordance with the learning context. Thus, the behavior embodied in the teacher's speech can be assessed as an effort to build communicative communication, as well as build a pleasant situation, so that learning objectives can be achieved optimally.

Meanwhile, for future research, researchers hope that there will be further research that discusses directive speech acts in learning interactions that focus on the students' utterances.