

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this study. On the basis of the research problem, the conclusion summarizes the findings stated in the preceding chapter.

6.1 Conclutions

6.1.1 Conclution of Classification

Communication refers to the individual's ability to convey ideas to other this is done by more than one person, it will be declared successful if the speaker can convey the meaning of what he said and the listener can accept the meaning of what the speaker said. Based on this thought, the researcher concludes that studying speech acts is important to do.

So, in this case the researcher begins by studying locutionary and illocutionary speech acts, to understand the meaning of the speaker's utterances. The researcher stated the results of the study as follows: In this study, there are 18 locutionary speech acts. for illocutionary speech acts or actions performed in utterances there are as many as 41 utterances. Locutionary speech acts are divided into three types, namely declarative 17 utterances, interrogative 1 utterances, and imperatives no utterances.

While illocutionary speech acts are divided into 5 types, namely assertives, with 5 utterances. The second is directives type with 11 utterances. The third is commissives type with 3 utterances. Fourth is expressives type with 22 utterances. The last type is the directives, a speech act that contains the act of changing a situation such as dismissing, baptizing or legalizing the marriage of a pair of lovers to become husband and wife. But in this study, there were no utterances containing these actions from all of Kim Namjoon's speeches.

6.1.2 Conclusion of Application

In research by Aulia Wahyu Santosa and Arik Kurniadi (2020) the researcher concludes that the classification of speech acts can determine teaching strategies or vice versa. Also based on the notion of locutionary speech acts where they are speech acts so that all utterances during the lesson are locutionary speech acts, more precisely locutionary speech acts of the declarative type. Whereas when a question and answer occurs between the teacher and students there is an interrogative type of locutionary speech act or when directing or giving instructions during the lesson is included in an imperative type of locutionary speech act.

Next is the illocutionary speech act which means carrying out the action in the utterance. Based on this understanding, the researcher concludes that speech acts only contain locutionary speech acts but can also contain illocutionary speech acts depending on the situation, such as the situation where the class begins and the teacher introduces himself as an English teacher is included in the assertive type of illocutionary act. making learning contracts, including commissive illocutionary speech acts. but if there is a dispute, where the teacher gives advice then it will enter the directive type of illocutionary act. can also give praise or thank you when students help do something right, it is included in the expressive type of illocutionary speech act. Meanwhile, when the teacher appoints a student as class leader, the utterance is included in the declarative type of illocutionary act.

6.2 Suggestions

Based on the results of the study, the researcher intends to provide a few suggestions as follows:

6.2.1 Students

Students must understand that good communication will create good relationships as well. Therefore, the ability to understand speech must be considered so that misunderstandings do not occur. Using media such as idol videos or popular public figures can also increase motivation to learn, so there

should be no excuses such as language difficulties or boring material to learn speech acts.

6.2.2 English Teachers

English teachers should provide more varied learning media such as animations or short videos so students don't feel bored or have difficulty understanding because the media is only written. In addition to providing learning media that can be seen, it is also important to apply it in daily learning activities so that students are accustomed to and understand with certainty the differences in each speech act contained in the speech.

6.2.3 Other Researchers

This research is still far from perfection, even though researchers have tried to provide novelty from previous research. so as a researcher must be well prepared before and during the study. Other researchers can also conduct research on the subject with other updates or with other speech act subjects to make it more varied. That way students who study the subject have more sources or references for learning.



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