

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are three parts consisted in this chapter. The first part is conclusions which explain about the result of the analysis. The second part is implication. It provides implications related to object of the study. Then, the last part is suggestions which the researcher gives suggestions to some parties related to this research.

A. Conclusions

Based on the findings and discussions in chapter IV, there are four conclusions that can be drawn in this research. They are the type of speech acts classified by Searle, the context of situation proposed by Holmes, and the character qualities formulated by Aqib and Sujak. The more explanations of the conclusions are explained below.

Related to the first objective of this study which is to identify the types of Searle's speech acts in terms of illocutionary acts, there are four types of speech acts employed by the characters in the dialogues in the textbook entitled *Pathway to English for Senior High School Grade X: General Programme*. They are assertives, expressive, directives and commissives. In addition, assertives were the most used by the characters to perform the illocutionary forces of informing, stating, predicting, advising, confirming, agreeing, introducing, correcting and describing. Informing was the most frequently used by the characters to state their belief or idea. Meanwhile, the least used by the characters are advising and describing which occurred only

in 1 utterance. This kind of speech acts was the most used by the characters in the dialogues of the textbook because the characters majorly used the speech acts to represent their belief and carry the true or false value. This was supported by the fact that the topic of speaking in the textbook majorly showed how the characters expressed their view, belief, opinion, prediction, and possibilities.

Moreover, the second highest number of the types of speech acts found in the dialogues is expressives in which its illocutionary forces performed by the characters are greeting, complimenting, praising, wishing, congratulating, thanking, farewell, apologizing, stating of like, stating of pleasure, stating of displeasure, stating of sadness, stating of sympathy, stating of surprise, stating of shock, stating of doubt, responding to compliment, responding to wish, responding to congratulations, and responding to thanks. It is followed by directives which took the third place. The illocutionary forces of directives used by the character in the dialogues were questioning, commanding, requesting, suggesting, calming, forbidding, inviting, asking for permissions, and ordering. Then, the type of speech acts that was least used by the characters in the textbook was commissives. There were three illocutionary forces performed in this type of speech act which were offering, granting request and promising.

Regarding the context of situation, the findings showed that the contexts used and exposed in the dialogues are varied. This research used the theory of context of situation proposed by Holmes. This context of situation covers four

elements. They are participants, setting (psychological setting and physical setting), topic, and function. Dealing with the first factor, the participants involved in the dialogues are varied. They mostly are friends, but there are also participants who have a role as colleagues, couples, mom and son, etc. The language used by the participants was mostly informal since the status they had was friends. Then, there were two settings discussed in this research. The first setting is physical setting. The conversations mostly happened in the school, since the most participants involved in the dialogues in the textbook entitled *Pathway to English for English Senior High School Grade X: General Programme* were students. The second setting is psychological setting. It is the atmosphere created when the conversations happened. Warm, friendly and pleasant were the most physical settings that occurred in the conversation. The next discussion is the topic. The topics frequently discussed by the participants are about the problems usually found in the daily life. Then, the functions expressed in the conversations are the expressions needed to be learned and practiced by the students in their daily life, for example congratulating, complimenting, suggesting, promising, etc.

Related to the relation between the illocutionary forces and the core and basic competence, the result shows that there is a relation between the illocutionary forces found in the dialogues and the two competencies, especially the basic competence. It shows that the speaker's intentions reveal the core and basic competencies that have been formulated by The Ministry of National Education. The textbook developers put some utterances that has a

illocutionary forces related to the core competencies in order to make the high school students grade x achieve the language skill qualified by the government. Though, not all the utterances uttered by the characters have illocutionary forces indicate the core competencies. Those others utterances used by the textbook developers in order to help and assist the main topic discussed in the dialogues have a meaningful context. Hence, the students can understand and grasp the meaning.

Furthermore, this research also studied the character qualities integrated in dialogues and the context of situation of the textbook. The finding shows that there are five classifications of character value integrated in the dialogues. They are character qualities in relation of human to God, character qualities in relation of human to themselves, character qualities in relation of human to others, character qualities in relation of human to the nation and character qualities in relation of human to environment. Character qualities in relation of human to others gets the highest place in which the types of this character qualities included tolerant, appreciative, friendly, and socially caring. The second place is held by character qualities in relation of human to themselves. The types of this character qualities are fond of reading, creative, curious, hard-working, responsible, and independent. It is followed by the character qualities in relation of human to environment. Then, the fourth number is character qualities in relation of human to the nation. Lastly, character value in relation of human to God is at the last place.

B. Implications

Based on the four conclusions above, some implications can be derived as three descriptions. First, dealing with the first conclusion, it shows that it is very important to do a detail analysis of speech acts. Understanding speech acts means understanding how the language is being used and practiced. Thus, the misunderstandings and misconceptions can be minimized. Through this process, the readers can comprehend the significance of pragmatics related to the educational topic.

Related to the second conclusion, it shows that the context of situation has a significant role in the interpretation of the utterances. Therefore, it is important to identify and analyze the context of situation to successfully interpret the meanings of the utterances.

Regarding with the third conclusion, it shows that the basic and core competencies is very important to be considered by the teacher when selecting and making the learning materials. The good learning materials is qualified if it has the two competencies in it. These two competencies can help the students master the language skill based on their needs.

Concerning to the third conclusion, it implies how necessary for the developers of the English textbooks to integrate the character value whether it is in the dialogues or the texts. Since, the students can implicitly and subconsciously learn the value exemplified in the material and practice it in their real life. Moreover, the character value integrated in the learning material

is more meaningful and powerful related to the context contained in the textbook.

C. Suggestions

Based on the conclusions and the implications, the researcher proposes some suggestions as follows.

1. The Students in English Language Education Department

It is expected that this research can provide additional references in conducting research in linguistic study especially pragmatics. Moreover, by learning this research, the students will be more aware of how the language is actually being used related to the speech acts study and its context surrounding. Hence, the students can avoid misunderstanding or misconceptions in interpreting the speakers' messages.

2. The Teachers

This research is expected to give contribution in language teaching especially on the language phenomena related to speech acts contained in the dialogues in the textbook. The teacher is also suggested to implicitly teach the students the linguistic knowledge, especially pragmatics. So that the students are aware of how actually language is being used. Moreover, it is also expected that the character qualities discussed in this research can ease the teachers to teach character qualities implicitly through material in the textbook.

3. Textbook Developers

For the textbook developers, it is suggested that they include pragmatic elements especially speech acts when developing the materials contained in the textbook. They also need to consider the two competencies formulated by The Ministry of National Education. So that, those materials will be more meaningful and understandable for the students.

4. Other Researchers

The objective of this research is limited only to identify the types of speech acts proposed by Searle with focus on illocutionary acts, the context of situation proposed by Holmes, and five classifications of character value classified by Aqib and Sujak. It is suggested that the limitation of this research will encourage other researchers to explore more about pragmatics especially related to the education subject.