

CHAPTER V

CONCLUSION AND SUGGESTION

After analysing and interpreting the acquiring of the data in the previous study, this chapter will present the conclusion of the study and the suggestion. This is the last part of the research about speech acts focused on illocutionary and perlocutionary acts in Mrs. Johnson's utterance when teaching in Dangerous Minds movie script. The conclusion in this researcher is as the answer based on the formulated research question.

5.1. Conclusion

Based on the findings and discussions in the previous chapter, it can be concluded that:

1. In terms of the illocutionary acts, directives get the highest most use of Mrs. Johnson's utterances when teaching which are 56 utterances. There are four types of paradigm cases of directives, they are utterances of asking, commanding, requesting, and advising. It is found that directives paradigm case of asking is the most use in Mrs. Johnson's utterances when teaching. This shows that Mrs. Johnson as teacher always interacts with the students, it can be by asking them to do their assignments and homework, to present, to read, to come to the front, and many more, and all of them are directives illocution.

2. In terms of perlocutionary acts, Mrs. Johnson perlocutionary acts to get her addresses caused something has the highest use which is 41 utterances. It is because as a teacher, Mrs. Johnson often questions her students about the lesson they discuss and asking students for their opinion instead of giving them the correct answers to make her students engage and participate more in the class. It is also found a pattern to the perlocutionary act of illocutionary acts used in Mrs. Johnson's utterance when teaching. The patterns are as follows:

2.1. The perlocutionary act utterances in form of statement in assertive illocution acts can get the hearer convinced, insulted, and realized something, it depends on the context of the utterances.

2.2. The perlocutionary act utterances in form of declaration in declarative illocution acts can get the hearer surprised, it depends on the context of the utterances.

2.3. The perlocutionary act utterances in form of commanding in directive illocution acts can get the hearer annoyed and get to do something, it depends on the context of the utterances.

2.4. The perlocutionary act utterances in form of asking in directive illocution acts can get the hearer caused and get to do something, it depends on the context of the utterances.

2.5. The perlocutionary act utterances in form of information in assertive illocution acts can get the hearer enlightened and alarmed, it depends on the context of the utterances.

- 2.6. The perlocutionary act utterances in form of complementing or praising in expressive illocution acts can get the hearer inspired or motivated, it depends on the context of the utterances.
3. Mrs. Johnson is portrayed as a good teacher that use a good English classroom because she has some categorization that good teachers should have and she often deliver commands in question form or polite request, so that the students will also get used to construct polite request in their daily lives.

5.2.Suggestions

1. For the teachers and teacher candidates

Teachers are expected to be able not only to deliver the material to the students but also able to inspire the students and make them motivated. This is more important than just presenting or delivering material because when students are inspired and motivated, they will do well and the output will be great. Besides, it is also expected that teachers can be more creative in teaching to create an enjoyable learning process so that the students do not get bored or even hate studying.

2. For the future researchers

It is expected that other researchers could make some progress of this study as it could only analyse very limited data due to the limited time and knowledge. It is also hoped that other researchers could cover broader filed of linguistic and education. Also, it is expected for the future researchers to enrich

the understanding about speech acts especially related to illocutionary and perlocutionary act through literary work such as drama script.