

CHAPTER V

CONCLUSION & SUGGESTION

The researcher arrives at the conclusion after analyzing and interpreting at the obtained data in the previous chapter. The conclusion is arranging based on the formulated research question, while suggestion is intended to give information to the next researcher who are interested in doing similar research.

A. Conclusion

1. The strategy used by Thai students of English Department at IAIN Tulungagung in conducting request:
 - a. 49 utterances used mood derivable.
 - b. 5 utterances used hedged performative
 - c. 3 Utterances used explicit performative.
 - d. 40 utterances used obligation statement.
 - e. 18 utterances used want statement.
 - f. 16 utterances used suggestory formulae.
 - g. 101 utterances used query preparatory.
 - h. 5 utterances used strong hints.
 - i. 3 utterances used mild hints.

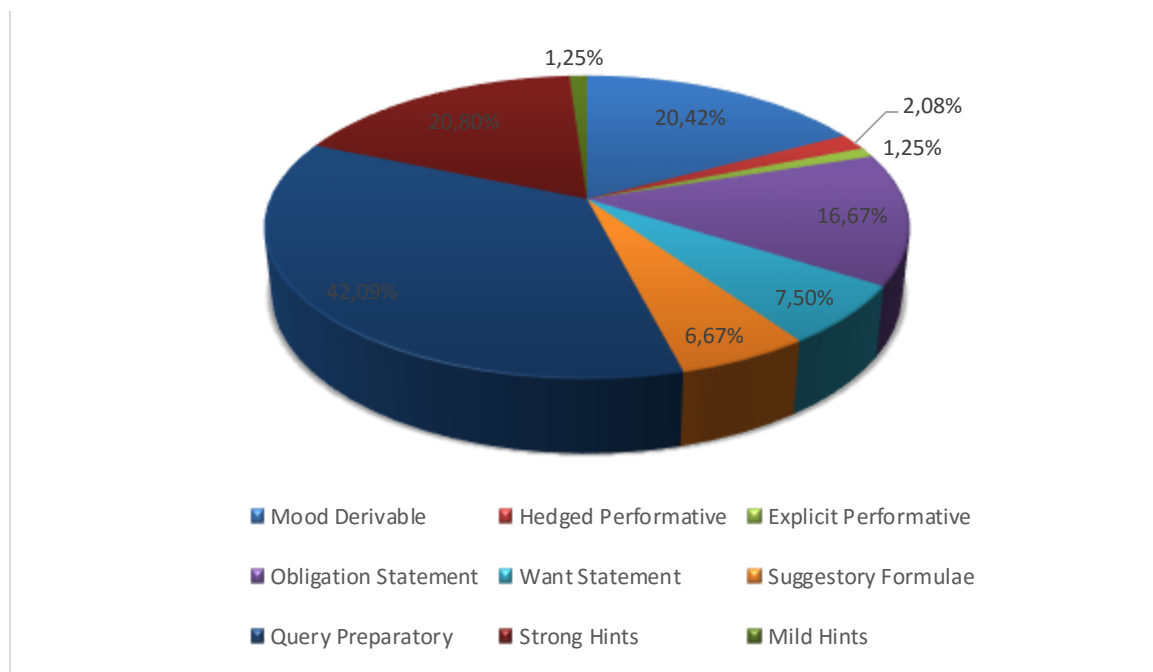
After classifying each data into each own category, the researcher presents the frequency of each types of the request act used by Thai students of English Department at IAIN Tulungagung:

- a. 20.42% for mood derivable.
- b. 2.08% for hedged performative.
- c. 1.25% for explicit performative.

- d. 16.67% for obligation statement.
- e. 7.5% for want statement.
- f. 6.67% for suggestory formulae.
- g. 42.09% for query preparatory.
- h. 20.8% for strong hints.
- i. 1.25% for mild hints.

Those data can be illustrated in **Figure 5.1** below:

Figure 5.1 Pie-Charts of Types of Request Strategy Used by Thai Student of English Department at IAIN Tulungagung



2. The syntactic realization found from request strategy used by Thai students of English Department at IAIN Tulungagung, can be summarized as follows:

- a) Mood derivable consist of 85.7% positive verbal, and 14.3% negative verbal.
- b) Explicit performative consist of positive verbal only.
- c) Hedged performative consist of 80% WH-Question pattern, and the rest 20% is positive verbal.

- d) Obligation statement consist of positive verbal only.
 - e) Want statement mostly consist of positive verbal by reaching 94.5%, the rest 5.5% is interrogative mood.
 - f) Suggestory formulae consist of 81.25% positive verbal, while negative verbal has 18.75%.
 - g) Query preparatory consist of positive verbal only.
 - h) Strong hints has 60% of positive verbal, while the rest 40% belongs to interrogative mood.
 - i) Mild hints has 3 utterances, where 60% of it is negative verbal, and the rest is positive verbal.
3. From the findings, below are some factors that may influence the way of Thai students of English Department at IAIN Tulungagung in conducting request:
- a) Thai students of English Department at IAIN Tulungagung are familiar with the form of query preparatory since it was taught from the early level of school.
 - b) Thai students of English Department at IAIN Tulungagung is very limited (in chosing suitable strategy) due to the lack of knowledge.
 - c) Thai students of English Department use query preparatory as it decrease the degree of imposition of the request delivered to the hearer. So, it will make the request sounds more polite since their culture respect much on politeness.

B. Suggestion

Following the result of the analysis, the researcher would like to give some suggestions as considerations which are important for the English learner, English teacher, curriculum maker, and the next researcher.

English learners should realize that English is important to study. Studying English could increase their knowledge about how to use English properly. Learning English does not deal only with grammar, but also concerns with meaning and purpose of communication. Especially in pragmatics, English learners will know how to use language in a real life well. By understanding this study, hopefully English learners are able to use language based on the context; by understanding who is the listener, where and when and in what situation they have communication. So, the English learners can build a good social relationship using an appropriate expressions.

English teachers are of main caretaker in the learning English. A good English teacher should know how to arrange learning materials that are suitable with the English learners needs. English teacher should be able to create various learning materials which are not only concerned in the grammatical form but also concerning in the context. Then, an English teacher can choose the proper strategy and materials in order to conduct a meaningful learning process.

For the future researcher, the researcher of this study hopes they can conduct the research with the same topic in either different or same subject. This topic is very interesting to be explored, since there are many possibilities to have further research about pragmatics, especially in request act.