

CHAPTER VI

RESEARCH CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions for the future research and for the reader based on the findings of the research. The conclusions include the statement of the research problems while the suggestions are intended to give information to the readers and the next researchers who interested in conducting the similar topic.

A. Research Conclusion

This research purpose is finding the communicative function that used by lecturer and students in classroom discussion and politeness strategies performed by lecturer and students in classroom discussion. After the researcher finished in analyzing and interpreting the obtained data, the researcher formulated the conclusions of this research based on the statement of the research as follow (1) The communicative functions are found by the researcher that used by lecturer and the students in classroom discussion, and the (2) What politeness strategy that used by lecturer and the students in classroom discussion.

1. The communicative functions used by the lecturer and the students in classroom discussion

The researcher found some communicative functions that used by the speaker, the lecturer and the students, they used directive communicative functions, which attempts to influence the actions of others. These include (a) Making suggestions, (b) Requesting and ordering, (c) Requesting information.

The researcher also found the speaker used interpersonal communication function, they are (a) Act of excusing, (b) Act of apologizing, (c) Act of reminding.

The researcher found the other communicative function that is personal communicative function, such as (a) The act of agreeing and disagreeing, (b) Self humiliating.

2. Politeness strategies declared by the lecturer and the students

Based on the second statement of research problem, “What politeness strategy that used by lecturer and students in classroom discussions?”. The researcher concludes that there are five politeness strategies used by the lecturer and the students. They are bald politeness strategy, positive politeness strategy, negative politeness strategy, off record strategy, and used both positive and negative politeness strategy. Based on the performing of politeness strategy of the both speakers, that are the lecturer and the students, the researcher included FTAs that threaten hearer’s negative and positive face and FTAs that threaten speaker’s positive and negative face. In some utterances the researcher found that the students used no politeness strategy. From the FTAs the researcher found most of the students oftenly affected hearer’s negative face and hearer’s positive face, only some utterances cited the FTAs that threatened speaker’s positive and negative face.

1. Positive politeness strategy

When the speaker does FTAs, there is the strategy that is used to minimize FTA. Positive politeness strategy is the strategy that is used as a kind of methaphorical extension of intimacy, the speaker tries to come closer to the hearer. The strategy often used to minimize hearer’s and speaker’s FTAs. The example will be shown above :

a) Lecturer to the students

- (1) Act of requesting : ‘okay let’s begin the game buddy!’
- (2) Act of reminding : ‘have you enough ?’

(3) Act of suggesting : ‘I suggest you couldn’t you do not agree with this video ? I don’t want to you to agree with this video, should you agree or not...up to you’

b) Students to the students

(1) Act of ordering : ‘Might I add an argument Sel?’

(2) Act of disagreeing : ‘I know that your reason is right but I don’t agree with you’

(3) Act of reminding : ‘have you enough ?’

c) Students to the lecturer

(1) Act of requesting: ‘could you please give another clue mom’

(2) Act of reminding : ‘It must be D-I-S-T-R-A-C-T Mom’

(3) Act of excusing : ‘let me say it bad habit mom’

2. Bald on record politeness strategy

a) Lecturer to the students

(1) Act of ordering : ‘check in your dictionary!’

b) Students to the students

(1) Act of agreeing : ‘okay I agree with you’

(2) Act of disagreeing : ‘I do not agree with you’

3. Negative politeness strategy

a) Lecturer to the students

(1) Act of requesting : ‘can you show me the correlation ?’

(2) Act of thanking : ‘Thank you very much for your all arguments’

b) Students to the students

- (1) Act of ordering : ‘could you tell me what are you disagree with this video’
- (2) Act of thanking : ‘okay thank you for the time’
- (3) Act of suggesting : ‘if you want to take a picture with them we can, but the first actually please permit to him / her ...would you please I want to take picture with you’

c) Students to the lecturer

- (1) Act of requesting : ‘could you please give another clue mom’

4. Off record strategy

a) Lecturer to the students

- (1) Act of self – humiliating : ‘I am the villager too’

b) Students to the students

- (1) Act of reminding : ‘ok for Dina and Shela two minutes for you’
- (2) Act of suggesting : ‘you know that sangkal putung is traditional massage’

5. Combination of positive and negative politeness strategy

a) Students to the students

- (1) Act of requesting or ordering : ‘could you please give another clue mom’

6. No politeness strategy

a) Lecturer to the student

- (1) Act of apologizing : ‘sorry injured Deny’

b) Student to the students

(2) Act of suggesting : ‘I suggest you couldn’t you do not agree with this video?’

B. Research Suggestion

After obtained the results of the data analysis the researcher would like to contribute some suggestions for the considerations which are significant for the students, the speaker and further research.

1. For the university students and other students

The students should study English more, English is fun, English is interesting, there are many aspects that will be studied in English such as literature, corresponding and etc. Understanding English will give contribution in our life, we can know about another culture in other region using English. In learning language we not only should understand about the pattern but also the function and how we use the language well in communication. Eventhough English is not used in daily conversation but in formal conversation, in classroom, English can be applied. In studying English there are most interested subject that is learning linguistic, moreover pragmatic. Because after learning pragmatic, we can know the meaning of speaker’s utterance we can sharpen our analysis with studying pragmatics. So the students should know and learn pragmatic in order to create the harmonious condition, and to know how we can use polite utterance and respectable utterance by the hearer.

2. For the lecturer

The lecturer should be considered the condition, the lecturer as a key instrument in classroom discussion, the lecturer can be the good figure by the students, so in doing explanation or giving an argument, the lecturer should make polite utterance that minimize FTAs, eventhough the lecturer has more superiority than the students. The students will also follow the lecturer behavior, they may follow the lecturer utterance in doing speaking. As Javanese said ‘*guru iku wong kang di gugu lan di tiru*’ which means that students behavior

can follow their lecturer or teacher behavior. The lecturer should give nice models for the students and polite utterance for them during the process of interaction in the classroom activities.

3. For the speaker

The speaker should pay attention to the hearer's intention, the speaker they are talking to, condition, and circumstance around them, in order that the speaker can create acceptable and meaningful utterance, so the hearer can get the meaning of utterance well and the conversation is more effective. From the data in this research the speaker should use Face Saving Act while she/he was talking with hearer so she/he doesn't threat somebody's face.

4. For the future research

Pragmatics is the challenging study. The researcher should know that doing research about pragmatics is challenging our mind and it is very interesting, because the researcher was able to develop their interpretation about what the meaning of the speaker wants and point of view about pragmatics. It is expected that people who are interested in the same topic being more critical in exploring, analysing and interpreting the data, the cultural area around the speaker will give influence in delivering the utterance. So the researcher suggested the next researcher to relate the politeness strategy with the speaker's culture not only in the formal cultural areas such as in the school or college but also in their real life in the society to make the deep knowledge about the speaker.