CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

1. Language functions found in presentation of sixth semester English Department students at IAIN Tulungagung were:

   a. Emotive function appeared on 4 utterances

   b. Directive function appeared on 20 utterances

   c. Phatic function appeared on 24 utterances

   d. Referential function appeared on 116 utterances

   e. Metalinguistic function appeared on 21 utterances

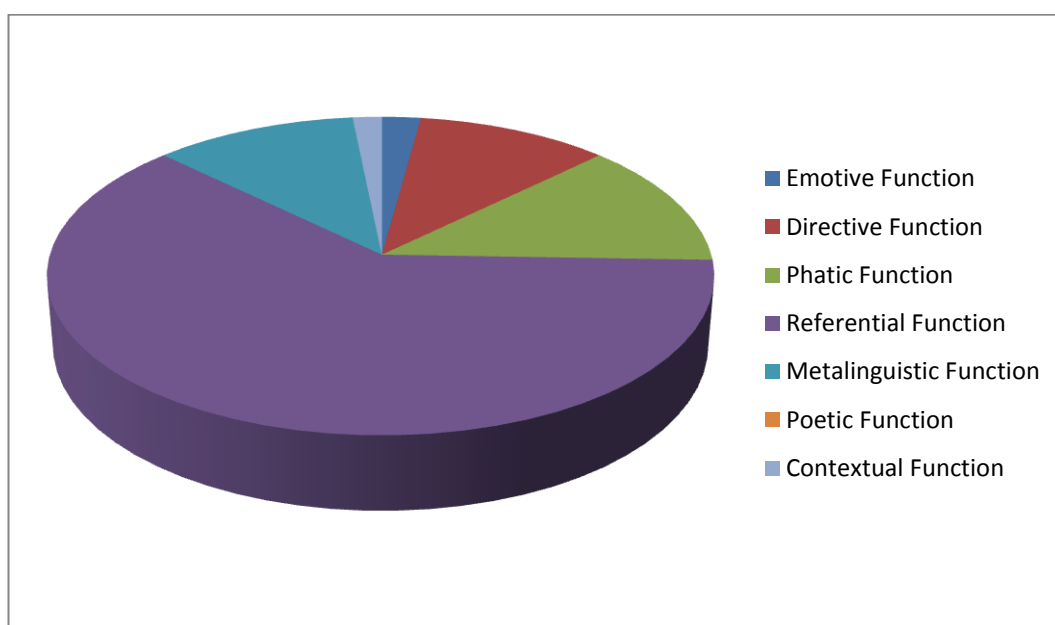   f. Contextual function appeared on 3 utterances

However, the researcher did not find any utterance containing language functions as poetic function in the conversational fragments of English Department students in presentation at IAIN Tulungagung. The total number of the utterances which contain language functions is 188 utterances.

The researcher also illustrated the types of language functions used by the students in presentation in pie-charts where 62% for referential function, 13% for

phatic function, 11% for metalinguistic function, 11% for directive function, 2% for emotive function, 1% for contextual function and 0% for poetic function

Those all are as illustrated in **Figure 5.1** below:

Figure 5.1   Pie-Charts of Types of Language Function Used in Presentation of English Department Students

2. Language function formally realized:

    a. Emotive function classified into 3 utterances as declarative sentence and 1 utterance as interrogative sentence.

    b. Directive function classified into 7 utterances as declarative sentence, 1 utterance interrogative sentence and 12 utterances as imperative sentence.

    c. Phatic function classified into 12 utterances as declarative sentence and 12 utterances as interrogative sentence.

d. Referential function classified into 116 utterances as declarative sentence.

e. Metalinguistic function classified into 10 utterances as declarative sentence and 11 utterances as interrogative sentence.

f. Contextual function classified into 3 utterances as imperative sentence.

3. The type of language function which dominantly used by English Department students in doing presentation is referential function which occurs 116 utterances from 188 utterances. Referential function is dominant because the presenter delivers the materials to the audience and they language as information carrier.

B. Suggestion

After getting the result of analysis, the researcher would like to give some suggestion as consideration which is important for the students and the next researcher.

1. For the students:

The students of discourse analysis may use this study as a reference to understand the relevance of discourse analysis and how it is applied in daily life especially in using language based on its function. They can observe further about types of language function that can be used in interpreting the utterance, so they can apply and pay attention with context in their utterances before addressed.

2. For the teacher:

   The teacher can know how far the students interpret their language in doing presentation. For the teachers who have presentation in their lesson, it can use as a sample that every utterance of students has different function in interpreting language to the listener.

3. For the next researchers:

   This study is still needed the improvement in some parts of analysis. Thus, the future researchers who want to take the research in same topic can take the information from this study in order to get the better research. The next researchers are suggested to improve their research study in language which is still being rarely to be analyzed like poetic function.