

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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

#### A. Conclusions

1. The directive acts found in English teachers' talk in classroom interaction in Elementary School are:
  - a) 11 utterances contain ordering acts that is the speaker's utterance to hearer to order something.
  - b) 4 utterances contain requesting act that is the speaker's utterance to hearer to do something politely and officially.

However, the researcher the researcher did not find any utterances containing advising and suggesting in the English teachers' talk under the study.

2. The directive acts found in English teachers' talk in classroom interactional in Junior High School are:
  - a) 22 utterances contain ordering acts that is the speaker's utterance to hearer to order something.
  - b) 12 utterances contain requesting acts that is the speaker's utterance to hearer to do something politely and officially.

However, the researcher the researcher did not find any utterances containing advising and suggesting of English teachers' talk.

3. The directive acts formally realized in English teachers' talk in classroom interaction are:
  - a) English teacher's talk in elementary school used 8 sentences of *head act only* with the forms of imperative sentence. The speaker used 5 sentences of *alerter + head act* with the forms of 2 imperative sentences, 2 declarative sentences and 1 interrogative sentence. Then, the speaker used 2 sentences of *alerter + head act + supportive move* with the forms of 1 imperative sentence and 1 declarative sentence.
  - b) English teachers' talk in Junior High School used 5 sentences of *head act only* with the forms of imperative sentence. Then, 5 sentences of *head act + supportive move* with the forms of imperative sentences. Furthermore, the speaker used 19 sentences of *alerter + head act* with the forms of 14 imperative sentences and 5 declarative sentences. The researcher also used 5 sentences of *alerter + head act + supportive move act* with the forms of 1 imperative sentence, 3 declarative sentences and 1 interrogative sentence.
4. The comparison of directive acts found in both levels of education are:
  - a) 73,3% for ordering utterances and 26,7% for requesting utterances of English teacher's talk in Elementary school.
  - b) 64,7% for ordering utterances and 35,3% for requesting utterances of English teachers' talk in Junior High School.

## **B. Suggestion**

After getting the results of the analysis, the researcher would like to give some suggestions as considerations which are important for the teacher, the curriculum designers and next researcher.

### 1. The suggestion for the teacher

- a) Teachers are used variation of language to convey more directive acts. Therefore, the researcher hopes that the English teacher especially in speaking suppose that not only use ordering and suggesting, but also suggesting and advising; so that student know all of the types.
- b) Teacher do not use directive acts such as imperative form only, but also use declarative and interrogative.

### 2. The Curriculum Designers

The Curriculum designers are used variation of directive acts to create English book.

### 3. The suggestion for the next researcher

The future researchers can conduct the research with the same topic but in different subjects. The next researcher can use the English teachers' talk in different levels, from senior high school until university.