

CHAPTER V

CONCLUSION

This chapter consists of two parts, the summary and the suggestions. The summary is the part of the summary of the main points of the previous chapter. The suggestions part is a part of the writer's suggestions after doing some analysis.

5.1 SUMMARY

An individual needs to communicate his/her idea to other individuals in order to build a relationship with other individuals. A relationship is really important because as social beings, an individual needs others to fulfill his/her needs. Besides fulfilling the needs, an individual can learn other things, as language, experience of doing something, and other important things. While an individual learns something, he/she will do an interaction to achieve the learning process he/she wants. The interaction can be divided into verbal and non-verbal communication. It means that the interaction needs written, spoken, and body language.

Furthermore, the utterances that appear in the spoken and written language become more essential because they have the surface and deep structure. Both of these structures must be understood well to help the participants understand the meaning of the utterances. The function that occurs in every utterance has some purposes, such as: expressing someone's feeling, informing someone's idea, asking someone to do something, and other purposes. Those functions do not only occur in real life but also in the novel. The author used the speech functions, expressed by the characters, as the ones found in the real life (Little, 1966:102). In the novel, the author gives the idea or topic in the plot of the story through the description of setting to involve the readers in the

process of the story. Besides that, the author also gives the imaginary characters, the conversation of the characters and the explanation of the author about what had happened to help the readers understand the plot of the story.

This study analyzed a novel *Secret Garden* written by Frances Hodgson Burnett. The novel tells about the curiosity of some children. They tried to find about the things that made them curious. The language used in the novel is the child language that is simple and easy to understand. The language is a Yorkshire dialect.

There are three research questions in this study. The first research question is what speech functions Lennox uses in social interaction. The second research question is whether the addressee replies Lennox's utterances with appropriate answer or not. The third question is which speech function Lennox frequently uses. Those questions focus on the Mary Lennox as one of the main characters.

The writer uses the content analysis in analyzing the content of every suspense utterance of Lennox. From those chapters, the writer got eighty utterances of Mary Lennox. Speech functions in those utterances are referential, emotive, directive, and contextual function. The writer also got utterances that have more than one function. The percentage of the speech function variation the writer got are 68.52 % of referential functions, 22.22 % of emotive functions, 8.33 % of directive function, and 0.93 % contextual functions. From data analysis, the writer concludes that referential function is frequently used by Lennox. The writer found that there were a few of suspense utterances of Lennox that were not replied appropriately. There are fourteen utterances that have no appropriate responses.

The writer concludes that referential, emotive, directive, and contextual functions were used to express suspense. Referential and emotive functions usually

occur in suspense utterances because they are used to tell the plot of the story and the characters' characteristics. Directive function occurs in this novel because a character wants other characters to do his/her order. Contextual function is used to change the topic of the conversation in order to make the participants and the situation relaxed.

The other functions, phatic, poetic, and metalinguistics functions do not occur because these functions do not represent the tense and anxiety feeling that the readers look for. Phatic function does not occur in the suspense because the characters do not keep relationship with other characters in suspense. Because the writer focused on the suspense utterances and did not analyze the author's explanation; poetic and metalinguistics function are not analyzed.

The writer found that there were fourteen failures in addressee's replies. Some characters did not understand Lennox's utterances because she did not tell the point of her statements. Besides that, some characters pretended not to understand Lennox's utterances because they wanted to hide a secret from Lennox. These reasons are the reasons why the conversation did not go smoothly.

The author of the novel uses referential, emotive, directive, and contextual functions in Lennox's suspense utterances in *Secret Garden* to show the conflict rises into climax. She mostly uses referential function in the form of getting and sending information in Lennox's utterances to create the suspense.

5.2 SUGGESTIONS

In this study, the writer wants to give three suggestions that are directed to the students of the English Department. Because the writer only analyzes the suspense part of the novel, she suggests that the future researchers analyze the other parts of the novel,

for instance, resolution and climax. Besides that, they can identify the speech functions that occur in each part of the novel. As the second suggestion, the future researchers can analyze the speech functions of the child speech in a real family. The speech function of the high curiosity's child may use a variety of speech functions in every utterance. The third suggestion is about the understanding of speech functions. There are many varieties of speech functions. Those varieties of speech functions can appear in the daily activities, the book, and the other media communication. The writer thinks that speech functions used in the novel may reflect speech functions spoken in the real daily activities. Because of that, the writer suggests the students of the English Department to read a lot of novel to learn the language, especially speech functions.

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