

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there were two mainly things being discussed. They were the conclusion and suggestion.

5.1 Conclusion

This research was conducted in order to find out whether the apology and request strategies used by the students of SMA Muhammadiyah II, Sidoarjo were the same as the ones used by English native speakers and the activities that influenced the apology and request strategies they used.

Based on the data obtained from the DCT and the questionnaires, the findings could be concluded as follows:

1. The apology strategies used by the students for each situation described in the DCT were alike the ones used by the English native speakers. The apology strategies used by the students only differed from the ones used by the native speakers of English in the situation where the speaker had to apologize to the hearer who had a close relationship with him, such as his family and in the situation where the speaker had to apologize to the hearer who had a middle relationship with him, such as his friend or classmate.
2. The request strategies used by the students for each situation described in the DCT were alike the ones used by the English native speakers. The request strategies used by the students only differed from the ones used by the native speakers of English in the situation where the speaker had to make a request to the hearer who had a distant relationship with him.
3. The students of SMA Muhammadiyah II, Sidoarjo had done various activities conducted at school, in the English course, and by themselves at home that influenced the apology strategies they used. Moreover, their teachers at school also provided them with the material about apology

strategies which was not only taken from the course book used in their school, but also from other course books such as *Cutting Edge* and *Market Leader*, and from the internet. In addition, the existence of the native teachers of English had also influenced these students in using the apology strategies. The native teachers of English shared their own experiences when they lived in Australia which broadened students' knowledge about other various apology strategies available to use except the ones available in their course book. The teachers also had given the explanation about the difference of each apology strategy so that the students knew the appropriate strategy to use in a particular situation.

4. There were also various activities done by the students of SMA Muhammadiyah II, Sidoarjo that influenced the request strategies they used. The existence of the native teachers of English in their school had also influenced these students in using the apology strategies. The native teachers of English shared their own experiences when they lived in Australia which broadened students' knowledge about other various request strategies available to use except the ones available in their course book. In fact, these activities were not only they got at school, but also in the English course, and at home. The activities which they did in the English course and at home completed the activities that they did not get at school. For example, the students did not learn request strategies from having a conversation with the English native teachers at school, but they did this activity by themselves at home. They learned request strategies from having conversation with English native speakers through the internet messengers, email, and social networks.

All these various activities conducted at school, in the English course, and at home had helped the students to be familiar with the apology and request strategies used by the English native speakers in a particular situation and to be more prepared and supported to communicate effectively and appropriately in English.

5.2 Suggestion

The result of this research provides the English teachers in Indonesia with the apology and strategies used by the students of SMA Muhammadiyah II, Sidoarjo that were alike the ones used by the native speakers of English and some examples of various activities these students had done at school, in the English course, and at home that influenced the apology and request strategies they used in particular situations. This result suggests other English teachers in Indonesia to adopt, adapt, and even to modify the activities that helped the students of SMA Muhammadiyah II, Sidoarjo learn apology and request strategies so that their students will also be able to apologize and make a request like the native speakers of English.

In addition, through this research, the writer realizes that there are other factors besides the students' activities that might also influence the apology and request strategies used by the students in certain situations. Another qualitative research will need to be conducted to find out more about these factors.

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