

CHAPTER V

CONCLUSION

This chapter consists of two sections. The first section is the summary section in which all main points in the previous chapter are summarized. The second section is the suggestions in which certain points are put forward for the next researchers who deal with gender differences and language functions.

5.1 Summary

In brief, this report is a sociolinguistic study, taking gender and directives language function as the focus of the study. The writer chose Arthur Miller's play *All My Sons* as the data source and took the male and female major characters of the play as the subjects of this study.

In order to find out the types of directives used by male and female major characters of Arthur Miller's play *All My Sons* and the responses from the listeners (male and female) to the directives given to them, the writer used the theory of aggravated and mitigated directives from Goodwin's study and Austin's theory of speech acts which later become the parameters of the study.

Getting the data and analyzing them basing on the parameters used, the writer found that both male and female major characters of the play tend to use aggravated directives more than mitigated directives. She also found that Chris Keller and Ann Dever use mitigated directives more often than Joe Keller and Kate Keller when they speak to the elder. The results tables (table 4.1—4.4) show that male major characters tend to give aggravated directives more than mitigated directives to both male character listeners (86.96%) and female character listeners (75%). While female major character also tend to

give aggravated directives more than mitigated directives to both male character listeners (76%) and female character listeners (57.14%).

Regarding the listeners' responses, the writer found that almost all the listeners respond to the directives given to them verbally affirmatively. Table 4.5.2-4.8.2 (see section 4.1.2) show that mostly the verbal responses of the male and female character listeners are followed by affirmative utterances. Male character listeners respond verbally with affirmative and interrogative utterances equally (35.29%) to aggravated directives given to them by male major characters while they respond verbally with affirmative and interrogative utterances (50%) given to them by female major characters. Regarding the female character listeners, they respond verbally with affirmative utterances (62.5%) to aggravated directives given by male major characters while they respond the mitigated directives given by male major characters mostly non-verbally with action. Male character listeners mostly respond verbally with affirmative utterances to both aggravated directives (66.67%) and mitigated directives (100%) given by female major characters. Female character listeners mostly respond verbally with affirmative utterances (75%) to aggravated directives given to them by female major characters while they respond verbally with affirmative and interrogative utterances equally (50%) to mitigated directives given to them by female major characters.

The writer concludes that both male and female major characters tend to give aggravated directives more than mitigated directives since they have close or intimate relationships to each other and most of the conversation happened in informal situation, for examples: '*Sit down*', '*Put that out of your head!*', '*Come inside now*', '*Don't talk like that!*', etc. Regarding the listeners' responses, the writer found that male character listeners mostly respond verbally to both types of directives given by both male and female major characters since they want to show their hierarchical through their verbal

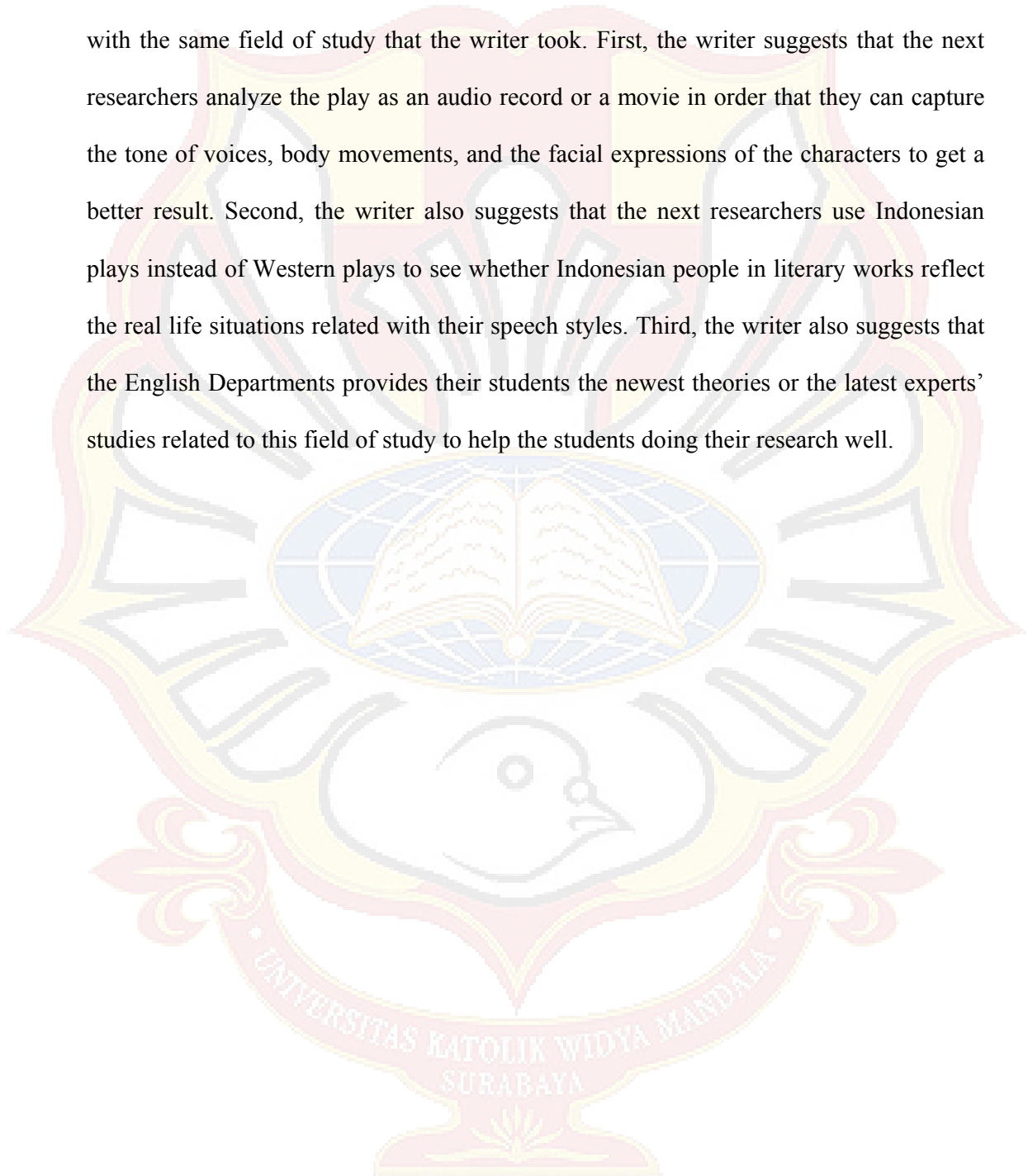
responses, for examples: *'She saw it.'*, *'Then kick him in the teeth!'*, *'That's exactly why.'* etc. On the other hand, the responses of female character listeners are depended on the types of directives given since they want to show that hey status are equal, no one becomes the superior or subordinates. Therefore, when male and female major listeners give aggravated directives, they tend to respond verbally. On the other hand, when male major listeners give mitigated directives they tend to respond non verbally with action, simply they just do the directives given to them since they want to show that there is equal status between them since mitigated directives are likely to be a proposal for joint action, for examples: *'That's the third time you've said that this week.'*, *'I said he's dead. I know!'*, etc.

The results of the responses from the listeners (male and female) to the directives given to them may not be perfect and correct like its real action since the writer could not see the action of the characters of the play responding the directives given since the play is analyzed as a written text not as an action as seen on the stage performing by actors. Therefore, the writer only analyzed them from the analysis of the kinds of responses given and related them to the theories used in this study, and the writer's background knowledge about the responses.

5.2 Suggestions

The making of this thesis has some shortcomings and it is still far from being perfect. The weakness of this study is the writer could not see the action of the characters responding to the directives given. She could not capture the body movements, the tone of voices, and the facial expressions of the characters since the writer analyzes the play as a written text not as a performance on the stage, audio record, or movie. Therefore, there are some suggestions that the writer would suggest to the next researchers who will deal

with the same field of study that the writer took. First, the writer suggests that the next researchers analyze the play as an audio record or a movie in order that they can capture the tone of voices, body movements, and the facial expressions of the characters to get a better result. Second, the writer also suggests that the next researchers use Indonesian plays instead of Western plays to see whether Indonesian people in literary works reflect the real life situations related with their speech styles. Third, the writer also suggests that the English Departments provides their students the newest theories or the latest experts' studies related to this field of study to help the students doing their research well.



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