

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTIONS**

This chapter consists of three parts. In the first part, the writer gave the conclusion of this study. In the second part, the writer gave the implication of this study for the teachers. In the third part, the writer suggested for further researchers and teachers to conduct further studies continuing this study, especially for English teachers and future teachers.

#### **5.1 Conclusions**

Request is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he or she wants the requestee to perform an act, which is for the benefit of the speaker (Trosborg, 1995). This is a qualitative non-participant observational study dealing with request strategies used by English teachers of Senior High School in the teaching and learning activities by focusing on the types of request strategies frequently used, when the request strategies are used, the reasons why the teachers use the request strategies, and the effectiveness of the request strategies used. School is chosen as a location of this study as school is one of the first places where students' behavior and future educational success are shaped. In addition, today's students are less respectful to their teacher. Students are likely to respond their teachers' requests negatively. Furthermore, these kinds of study, which dealt with request strategies, especially used by teachers, in the educational field, are hard to find.

The findings showed that the request strategy frequently used is direct request with 86.07% or 309 request expressions found. It challenges the claim which stated that Asian people especially Indonesian people tend to use indirect request strategy due to the politeness. This strategy is the best used when handling difficult classroom situations, and giving instructions.

The reasons behind the maximum use of direct request strategy is that direct request strategy is valued simple, clear and easily understood by the students. In addition, not all the requests uttered by the teachers are effective since many requests should be uttered several times to get done although based on the teachers' perspectives their requests are effective. Some factors like cultural backgrounds, the use of intonations, mimic, gestures and Indonesian language appear in this study.

## **5.2 Implications for Teachers**

The findings of this study showed that request strategy frequently used by the teachers is direct request with 85.79% of the use among these three teachers. This request strategy has been proved to be the most effective strategy in giving instructions and handling difficult class situations. This request strategy is good to use in all classroom situations. Therefore, during the teaching and learning teachers are expected to use this request strategy. However, using the direct requests quite often will indirectly create the habit of using direct request considered quiet impolite in giving or accepting a request.

Still, there is a possibility to use another type of request strategies as it is found that one of the teacher also use indirect request strategy when she was angry with the students who were difficult to be handled. Interestingly, her indirect request was listened more by the students rather than using direct request. Implicitly, it can be said that the use of indirect request is also effective when handling difficult classroom situations.

These findings of the study are expected to give a portrait for teachers in practical to improve their teaching style and develop their skill in requesting. The better and improved teachers are encouraged to be able to create a good classroom situation. It is so true that the most effective request strategy is direct request, but there is always a possibility to use other types

of request strategies. Sometimes, direct request is also not effective. In addition, teachers are role model in the classroom where the students will implicitly and explicitly imitate them. It is good to be role model of a polite requester.

### **5.3 Suggestions**

The suggestions of this study are divided into two parts. The first one is for the readers and the second if for English teachers. The writer hopes this study be useful for the future researchers and teachers.

#### **5.3.1 Suggestion for the Future Researchers**

Based on the result of the data analysis and conclusion, the writer offers some suggestions. She suggests them to do further researches related to request strategies. In this study, the students' perspectives and their requests did not support the findings. The perspective of the students can be found through deeper interview of them. Also, the way request strategies are used by the teachers is not found yet. Therefore, the writer recommends continuing this study to find the perspective of the students about their teachers' requests. Then, it is also recommended to find how the teachers utter their requests to the students.

In addition, this study focuses on research question finding out the effectiveness if teachers' requests assessed by teachers' perspectives. It was proved that a request is effective based on the students' responses; whether they did the requests or they did not do the requests. However, the frequency of the students who did the requests was not counted so that the effectiveness of the teachers' requests did not convince enough. To make it more convincing, the frequency of the students who conducted the requests and who did not conduct the requests should be counted. Also, the reasons why the students conducted or did not conduct the requests and the

appropriateness in conducting the requests should be observed. With the aim of counting the frequency of the students who conducted and did not conduct the requests accurately, data are collected through video recorder.

### **5.3.2 Suggestion for English Teachers**

After the writer made the conclusion of this study, she would like to suggest to English teachers. To the teachers who has experienced in teaching, she suggests them to use the variative types of requests in the teaching and learning activities as this study has shown how other requests strategies work as well as direct request. To future teachers, she suggests them to continue this study and use this study as a reference in finding their own style in teaching, especially for requesting. This study does not look at how gender affects the request strategies. However, it is important to see how genders give contributions for request strategies; how female teachers request their female or male students and the other way around. For both teachers, she suggests to do further research finding how gender affects the request strategies.

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