

CHAPTER V

CONCLUSION AND SUGGESTIONS

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Chapter V is the last chapter of the thesis. This section is focused in the conclusions and suggestions regarding the investigation held. Conclusions are drawn based on the data analysis and findings, while suggestions are presented based on some difficulties that the writer faced during her process of compiling the study.

5.1 Conclusions

The study under report is discussing about the implementation of Speech Act Theory (and Language Function Theory as well) in analyzing jokes from *Reader's Digest's* "Laughter, the Best Medicine". Based on this, then the writer must use those two theories in doing her investigation. There are 13 jokes altogether (that are taken from March and April 2001 issues) to be analyzed. They have various utterances, functions, and elaborations (notwithstanding the theories and instruments used are basically the same. It is just because of varying situations). From that investigation, the writer is able to get some findings (which can be seen in 4.3) and she would present some conclusions based on these outcomes.

Taking some matters to account, it can be concluded that every utterance has at least two acts (locutionary and illocutionary acts). They may have the third act, perlocutionary act, if and only if they carry effects, either on the addressee or readers. The effects fetched are not only in the form of utterances. It can also be in the form of actions or thought. Therefore, from the point of view of speech act, the writer concludes that a conversation is funny simply because they have perlocutionary act on the readers. This

effect is mostly in the form of thought. When the readers read a joke and they laugh, it means that the joke 'sends' them some messages that are instantly understood so that they will laugh at it. Meanwhile, from the findings, one is able to discover that the most frequent type of illocutionary act is expressives and the most frequent function that emerges in those humors is emotive. This can be conceived since in everyday life, someone often reveals his or her inner state in many ways. It could be in the form of a statement, a question, or a command.

Further, based on the inquiry of the samples, the writer reckons some information which bring them into a conclusion that the punch line of a joke usually occurs at the end of that humor. People rarely laugh when they read the first line or the beginning of a joke, although it could happen sometimes. But, as a matter of fact, the source of the funniness is generally located in the final position of that conversation.

The fifth finding says that jokes have something to do with culture. This thought is found after the writer does the investigation. She realizes at that time that she is dealing with 'foreign jokes'. Starting from this point, she could draw a conclusion that learning another language, in this case English, usually involves more than just learning the literal meaning of words, studying the grammar, pronunciation, and intonation. It requires also an understanding what words or sentences mean in the cultural context in which they are normally used. In other words, one should have sufficient cross cultural understanding if he wants to do some observations concerning his new language.

Related to the notion above, it is plausible to say that everyone has divergent perception and point of view. Therefore, in understanding a joke, they also have different opinions. In this case, the difference or specification in culture matters. Yet, there are also

times when culture can be classified as universal, that is when someone appreciates and enjoy that humor.

5.2 Suggestions

After having an experience conducting a study which is strongly associated to jokes, the writer is able to yield these following suggestions directed to the institutions, the materials, the lecturers, and the students as well.

All this time, the writer has found that dealing with jokes is really challenging and delightful. The jokes are so funny and interesting to explore deeper using Speech Act Theory. Unfortunately, she has some difficulties in finding enough references in the library that may aid her to compile her thesis. Therefore, she suggests that it would be better for the institution to supply the library with various books and references, especially those which are connected to jokes and Speech Act Theory. Having many references about those two things will be very helpful for those who are conducting studies on jokes in relation to Speech Act Theory and for everybody who wants to enrich his or her knowledge. The more books on the topic under this study the library has, the better and more easily the students who are doing their research get such sources in order to complete the theoretical information.

The writer still has some suggestions for the lecturers of Teachers Training Faculty of Widya Mandala Catholic University. So far, she has noticed that the students are expected to master four major skills, namely Reading, Writing, Speaking, and Listening, and the lecturers have plenty of materials that can be used to teach those skills. Unluckily, many students get bored with them since those materials are too much and less interesting. This may arouse the students' laziness. In order to overcome such condition,

the writer recommends the use of jokes. She thinks that humors can be widely applied to teach those major skills. In reading class, some jokes can be used as substitutes for a long passage. The students are able to have fun and they will not get bored easily with this new material. They can also learn some new words from those humors and the teacher can give some important inputs concerning the jokes.

In writing class, the teacher can ask the students to make some short funny conversations. This method is quite good since the teacher gives the students a chance to develop their creativities in writing.

In speaking class, the instructor may ask the students to have a role-play to perform jokes that the teacher has given previously. This activity has many advantages, such as provoking the students' self confidence, improving their speaking abilities, letting the students aware of some jokes that may be new for them, relieving stress and boredom, and having the students known about some new terms and their pronunciations.

In listening class, the instructor may have the students listen to some joke recordings. The next step, he could tell the students some new words and teach them how to spell new words and how to pronounce them. He can also teach them the intonation of some sentences.

Besides those four major skills, humors can be utilized for teaching Semantics and Discourse Analysis. The teacher can give the students some tasks to analyze jokes using some theories concerning those two fields of study. As a model, the lecturer may ask their pupils to investigate the utterance in the jokes using Speech Act Theory (like what the writer has done) and Grice's Maxims or probably learn about turn-taking in a humor situation.

Furthermore, in CCU (Cross Cultural Understanding) class, the instructor can utilize jokes in presenting the material instead of showering the students with theories all the time.

In handling the class, the teacher should be creative in many ways. One thing that he could do is applying jokes in his class, either for the material or for the intermezzo. He has to realize that by having jokes, the students will have more fun and therefore they can absorb the material better. The teacher doing this, the instructional objectives will be easily gained.

The students are also advised to enrich their existing knowledge by reading many jokes since they consist of many components, such as cultural details, new terms (and it means new spelling and pronunciation), and to understand them requires great logical thinking.

For the researchers, the writer suggests that it would be better for them to make more investigations of jokes in terms of Speech Act and Language Function Theory. Later, their researches would be valuable for the students who want to carry out studies dealing with jokes and those two theories. Moreover, it is possible to say that they may contribute something new which may be worthy for the world.

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