

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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This chapter consists of two parts. The first part is the summary, in which the main points have already been discussed in the previous chapter. The second part is the suggestion, which might give advantages to the students of English departments and other people who deal with Speech Act and Discourse Analysis.

#### 5.1 Conclusion

This study investigated the *six directive forms of speaking class teachers* in the classroom.

In collecting the data, the writer made use of a tape recorder and cassettes to record the conversations for supporting his analysis. The parameter to analyze the data was Ervin-Tripp's classification of adults' directive forms: need statement, imperative, imbedded imperative, permission directive, question directive, and hint. The writer then transcribed his data and analyzed the four conversations as the data.

The writer found out that there were five directive forms used by the teachers of speaking class at English Department of Widya Mandala Surabaya.

The five forms of directive are:

(a) Need Statement

The subjects rarely used need statement. It was used only when the teacher wanted to emphasize the importance of the desired action. The students must do the desired action seriously. If the desired action or the task was regular task, the teacher used imperative or imbedded imperative. The need statements were not used in the condition when the teacher was angry. The form of need statement was only 'I want ... '. There was no 'I need ... ' used by teachers in the data. In complying the directive intent of need statement, the students had no difficulty. They could comply it because the directives were in the form of statements.

(b) Imperative

*Imperatives were the commonest directives used in the data.* Commonly it was used to protest a prior act of the students and to structure the lesson in the teaching learning activity. There were five variants of imperative: elliptical forms, you + imperative, attention getter, post-posed tag, and ordinary imperative. The students could comply the directive intents in imperatives, since commonly imperatives stated the verb and the object clearly.

(c) Imbedded Imperative

Imbedded imperatives were also used in the data. It was used to reduce the directive force to command the students due to the difficult task or the importance of the task. In the data, imbedded imperative was not used to direct people higher in rank, since the teachers were higher in status and older than the students. Imbedded imperative had two forms: statement and question. Generally, the students could comply the directive intent in the form of

imbedded imperative, but when the imbedded imperatives were not complied by the students the teacher switched to use imperative.

(d) Question Directive

The teachers in the data used question directive. The forms of question directives were omission of the actor and the object, so the form was identical with information question. The teacher used question directive when he/she wanted to elicit the students opinion and also to check the progress of the students' task that also have the directive intent to ask the students to finish or prepare the task to be discussed. The students were quite familiar with this question directive so the students possibly complied the directive intent when used by the teacher. Question directive was used when the rule of the situation was clear, like during the discussion time.

(e) Hints

From the data, the writer concluded that the teachers used hints whenever the teachers did not want to be explicit in stating the directive intent and of course the hints was stated to familiar people (the students). The forms of hint in the data were statement, question and negative. It was also used to make a joke or humor but it still had the directive intent. The response of the students to the hints was quite good since the students had experienced to infer hints as directives. When they could not comply the directive intent of the hints the teacher switched to use imperative.

## 5.2 Suggestions

After doing the analysis, the writer suggests that:

1. In accordance with the analysis on directive forms of speaking class teachers, the writer hopes that there will be another study about teachers' directive forms in another classrooms like reading class, writing class, etc. Because there might be different directive forms used in different classroom.
2. There will be more studies on speech act and discourse analysis because there are many other settings that could be analyzed.
3. As consideration for further research, the writer would like to suggest that in collecting the data for the study it would be better to use two tape recorders. One is to record the teacher's utterances and one is to record the students' responses. Since the writer had difficulty whenever he came to analyze the students' responses. He sometimes could not hear the responses clearly from the records even he had noted the responses using paper and pencil.
4. It is better for teachers to know the forms of directive. So that teachers know the proper directive forms for the right time and situation.

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