

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of two part, the fist is conclusion while the second part is suggestions. The conclusion made based on the formulated of the statement of the study. The suggestion part is made to provide the related parties.

A. Conclusion

Based on the data obtained in the finding and discussion part, the conclusion is drawn by the researcher which described below.

In relation with the objective of this study that to describe forms of perlocutionary acts that used by students in EFL university students' class, the researcher found two form of perlocutionary acts. They are perlocutionary act in form of word and perlocutionary act in form of action. Not only that, the researcher also found the highest perlocutionary acts that used in EFL university students' class, TEYL class, which was related to the second objective of this study. From 38 perlocutionary acts used by students in TEYL class , the research found 36 times (95%) EFL students used perlocutionary act in form of word in TEYL. Meanwhile, the research found 2 times (5%) EFL students used perlocutionary act in form of action. It show that the the most dominant perlocutionary acts that used in EFL university students' class, TEYL class is perlocutionary act in form of word with total 36 times (95%). The last is related to third objective of this study, which is to explain contexts that trigger the perlocutionary acts occur in EFL university students' class, which is TEYL class.

From 38 perlocutionary acts that occurs or used by EFL university students in TEYL class, the researcher found 1 context of time, 0 context of place, 21 context of participant, 0 context of participant role, and 16 context of goal and intention.

B. Suggestion

In this chapter, the researcher intends to give some discussions in order provide the better understanding and clarify regarding perlocutionary acts found in EFL university students' class. This suggestion firstly purposed to lecturers. The second is intended for university students. The third is for other researcher who study in pragmatic field which related to perlocutionary acts.

1. The Lecturers

The researcher suggest the lecturers to learn about perlocutionary acts more to understand what their students want to tell and improve a way of teaching.

2. The University Students

The researcher suggest the university students more active and not afraid when answer or used perlocutionary acts in the class. Moreover, the researcher suggest they to learn perlocutionary act because they will think and more know what the interlocution want to tell in every conversation.

3. The Other researcher

It expected that the result of this study can be used as one of the references to enrich concluding the further research about similar topic related to this study. However, this study had limited. Therefore, the

researcher suggest to the other researcher should explore more about perlocutionary acts.

