CHAPTER V

CONCLUSION AND SUGGESTIONS

A.   Conclusion

This study aims to analyze hate speech in Instagram users' comments on the Middle East Eye account related to the Palestinian and Israeli conflict. The study is conducted through a pragmatic approach by using Searle's (1969) Speech Act Theory to identify the types of speech acts used, as well as Tajfel and Turner's (1979) Social Identity Theory to explain the social factors that influence the emergence of hate speech. The analysis shows that the most dominant type of speech act in hate speech is assertive. This speech act is used to state personal beliefs as truth, often delivered in a way that denigrates or demonizes other groups (out-group). In addition, expressive is also widely found, especially in the form of emotional comments that show anger, sarcasm, or disappointment towards the opposing party. Some comments also contain directives, which are orders or invitations that are rejecting or attacking. However, commissive and declarative were not found, which is in line with the reactive and spontaneous nature of social media comments rather than formal and institutional.

In terms of social factors, analysis based on Social Identity Theory shows that out-group hostility is the most dominant factor in driving the emergence of hate speech. It is followed by perceived threat, and moral justification. Hate speech in these comments tends to be built on the basis of group identity conflict, where other groups are perceived as threats or immoral enemies. Interestingly, in-group

favoritism was not found explicitly, which suggests that hate speech is more focused on attacking the opponent than praising one's own group. Overall, this study shows that hate speech on social media is the result of a combination of linguistic strategies and social dynamics. Language is used not only to convey personal opinions, but also to reinforce group identity in the context of intense political conflict.

B. Suggestion

1. For English Language Education Teachers and Students

The results of this study can be used as teaching materials in pragmatics courses. In particular, they will help teachers analyze speech acts and the social context of language use in digital media, It is expected that students will become more critical in understanding the function of language, especially when it is used in sensitive contexts such as religious or political disputes, and the study of real hate speech can serve as a learning tool to raise awareness of pragmatics and language ethics in the digital public sphere.

2. For Social Media Users

Social media users should be more careful and conscious of the language they use, especially when talking about sensitive issues, Choosing to comment constructively and informatively and avoiding spreading hate speech can create a healthier discussion environment, and Raise awareness of the importance of peaceful communication and mutual respect during differences.

3. For Future Researcher

This research can be further developed by analyzing a wider range of data or using other platforms such as Twitter, TikTok, or YouTube, researchers can investigate the visual or multimodal elements of hate speech, as shown through images, memes, or hashtags,and Mixed methods that combine qualitative and quantitative approaches can provide a more comprehensive picture of the effects of hate speech in the digital world.