**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consists of two main parts namely conclusion and suggestions. The conclusion refers to the summary of the data analysis based o the findings and discussion which focus on types, functions, and forms of speech acts uttered by the students in EFL classroom communication and also the students’ perception on speech act use in EFL classroom communication. The suggestion refers to some ideas pertaining to the types, functions, and forms of speech acts used by the students in EFL classroom communication and also the students’ perception on speech act use in EFL classroom communication that the researcher contributes based on the result of this research.

1. Conclusion

Conclusion is drawn based on the research questions. This research has three questions. The first question related to the types of speech act uttered by the students in EFL classroom communication. The second question related to the functions and forms of speech act uttered by the students in EFL classroom communication, and the last question related to the students’ perception on the use of speech acts in EFL classroom communication. Furthermore, the detail description of the conclusion of this research is listed as follow:

1. There were five types of speech act uttered by the students in EFL classroom communication during the lecturing process such as directive speech act, representative speech act, commisive speech act, declarative speech act, and expressive speech act. Each type of the speech act was uttered by the students in EFL classroom communication functioned differently. All types of speech act that uttered by the students in EFL classroom communication during the lecturing process consisted of different functions and forms. The first type was directive speech acts. This speech act was uttered by the students for asking question, requesting, ordering, asking permission, commanding, and giving recommendation. Furthermore, the speech acts were uttered in three forms, namely interrogative, declarative, and non verbal form. The second type was representative speech act. This type was uttered by the students in EFL classroom communication functioned differently, namely for giving information, predicting, explaining, concluding, and asking for assertion. The speech acts were uttered in two forms, interrogative and declarative forms. The third type was commisive speech acts. The speech acts were also uttered in different functions such as for stating objection, refusing the truth, and stating disagreement. The speech act was uttered in the form of declarative and interrogative form. The fourth type was declarative speech act. It was functioned for changing status, for giving up. Moreover, this speech act was uttered in the form declarative. The last type was expressive speech act. This type was the most dominant speech act uttered by the students in different functions such as for greeting, for apologizing, stating sympathy, stating pain, thanking, stating admiration, stating like, giving praise, and stating dream. All the speech acts functions were uttered in the form of declarative.
2. There were 22 students who participated in online/ internet survey conducted by the researcher to know their perceptions on the use of speech acts in EFL classroom communication. Based on the survey, it can be generalized that the students agreed and supported if speech acts were used and taught during the lecturing process in EFL classroom. Furthermore, the students also expected that speech acts can be learned in early levels of education.
3. Suggestion

Based on the findings and discussion of the research, the researcher offers two points of ideas which are addressed to the English teachers and the next researchers in terms of the types, functions, and forms of speech act and the students’ perceptions on the use of speech act in EFL classroom communication. Those points are elaborated in the following:

1. The result of this research can motivate the lecturers to facilitate the students in EFL class to communicate by using types, functions, and forms of speech acts. Furthermore, it is also expected that the research findings can be considered by Indonesian universities to put “Speech Acts” as one of the obligatory subjects learned by the students in English department.
2. Particularly, the next researchers are expected to do the speech act study in English camp of Indonesian students to obtain natural and rich data because it is believed by the researcher that more various speech acts can show up in the event.
3. The next research are also expected to explore speech acts used by the ethnics of certain areas in Indonesia since their uniqueness can possibly reveal more various speech acts used by Indonesian society.