**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

 This chapter presents the conclusion of the research findings result and suggestions that can give contributions for the future research. The explanation of the content in this research will be explained in the following paragraph.

1. **Conclusion**

 Based on the findings discussed in the prior chapter, the researcher revealed that the students of State Islamic University employed Discourse Markers which relate to massages appearing with several different functions. The total subclasses of Discourse Markers used by the students in three meetings and three topics; students’ interpretation, students’ critical review, and students’ teaching and learning experience were 87 DMs which had different functions.

There were 17 contrastive markers, they were; *however, but, even, yet, nevertheless, in contrast to, on the other hand, even though, although, though, instead of, but also, than, nor, as a matter of fact, in comparison with* and *despite,* 28 subclasses of Discourse Markers for elaborative markers; *well, and, first, furthermore, or, moreover, second, also, equally, as well as, too, besides, in particular, in addition, better yet, for example, like, I mean, such as, similarly, and the last, for instance, ok, either, such like, likewise, in similar word,* and *the last*, for inferential markers there were 24; *so, hence, therefore, in this case, then, of course, as a conclusion, must, surely, as a result, anyway, under these conditions, for this reason, now, according to, accordingly, I may conclude that, according to, the result, it can be concluded that, yeah, right now, thus* and *can conclude that* and 16 additional subclasses markers for all topics; *because, under the circumstance, if, eventually, meanwhile, finally, that, after, since, before, while, additionally, all things consider, because of, recently* and *consequently*.

According to the researchers’ analysis, the researcher indicated that *eeeee and ehmm* were also Discourse Markers. In this case, the researcher named them as *eeeee* and *ehmm* Discourse Markers.

The researcher concluded that there were some functions of the four subclasses of Discourse Markers. The contrastive markers signaled the explicit interpretation of one segment. In contrast to the interpretation of preceding segment, it conveyed contrast between two ideas or topics or it could be used to mark the denial of the speaker’s expectation of something. Elaborative Markers signaled that the current utterance constituted an elaboration of an earlier one. As the explanation before, we can conclude that the elaborative markers are also used by the student in his or her interpretation to add information to what has been said. Inferential Markers signaled that the current utterance conveyed a message which was, in some sense, consequential to some aspect of the foregoing. They were also used to make a conclusion based on the previous statement, to refer something for example, to refer the name of the expert or to refer something that supports the idea, and to indicate a speaker’s progression through a discourse which contains an ordered sequence of subordinating parts. It was also used to indicate the upcoming shift in talk, or when the speaker wanted to negotiate the right to control what will happen next in talk. The last subclasses of Discourse Markers were Additional Subclasses Markers**.** These indicated that the basic message was somehow parallel to some aspect of the prior discourse. It was also used to relate new information to what has already been given in terms of clauses, to reject the previous proposition, to strengthen the idea that the loss is inevitable, and to indicate a relation of cause and result. While *eeeee* and *ehmm* Discourse Markers were used by the fourth semester students of State Islamic University to introduce a new topic carefully. In addition, these Discourse Markers could be used by the students when they tried to remember what they were talking about.

1. **Suggestions**

Based on the result of the data analysis, the researcher suggests to the English teachers that they need to teach Discourse Markers as an alternative way to improve students’ speaking activity in the classroom and in the other place in order to make their communication with the other run well.

The researcher also hopes this research can give contributions for academic area and especially for teacher who wants to build up her/his speaking interactions in their classroom by using the kinds of Discourse Markers. From this research, the researcher hopes it can be one of reference for the next research which will discuss about Discourse Markers.

Finally, from all these suggestions, the researcher hopes all the participants or actors in academic especially in English Education can create the appropriate speaking interaction based on the situation in classroom by using the types of Discourse Markers creatively, therefore the teaching and learning process in classroom can run effectively.