

## CHAPTER V

### CLOSURE

#### A. Conclusion

This research is concerned with the pragmatic analysis of the application and speech acts used by English Education Department lecturer in the teaching-learning process at UIN Antasari Banjarmasin. In line with the objectives of the research, to identify the application and speech acts used by English Education Department lecturer in Sociolinguistics class on sixth semester of 2016 group at UIN Antasari Banjarmasin, the research results can be concluded as follow:

1. The researcher found five types of speech acts used by English Education Department lecturer at UIN Antasari Banjarmasin during teaching learning process, there are five types of speech acts employed by the lecturer from 91 utterances: Locutionary acts (declarative, interrogative, and imperative), Illocutionary acts (representatives, directives, commissives, expressives and declarations), and Perlocutionary acts (TK (to get people know), TD (to get people do something), TE (to get people to expect something), TF (to get people express feeling), TP (to get people praise).
2. The mostly dominant speech acts used by English Education Department lecturer in teaching learning process are: Locutionary acts is declarative with 58 times of 91 utterances, Illocutionary acts is directives with 41

times of 91 utterances, and Perlocutionary acts is TK (to get people know) with 49 times of 91 utterances.

## **B. Suggestion**

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English teachers and the other researchers.

### **1. To English Education Department students**

The English Education Department students are expected to learn and explore more about pragmatics especially on the study of speech acts or speech acts discussions in the classroom or as an input / analysis example for English Education Department students who will face subject of linguistics (pragmatics and speech acts discussions). By understanding speech acts, the students will be more aware of how the language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speakers' intended messages.

### **2. To English lecturer**

Language teaching especially on the language phenomena related to speech acts as an input / learning material for linguistics lecturer in pragmatics. It is also advisable for English lecturer to use English optimally and teach the students the importance of pragmatics so that the students are aware of how language should be used. It does not mean that lecturer should teach pragmatics as a science. Instead, lecturer is suggested to incorporate various learning

activities that can promote the students' pragmatic awareness as well as develop their communicative competence. The lecturer should also consider giving students more opportunities to engage them in the classroom interaction.

### 3. To other researchers

The objective of this research is limited only to identify the types of J.L. Austin and Searle's speech acts performed by the lecturer with focus on her speech acts, and her contribution to the English teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about other aspects of pragmatics about speech acts. It is also suggested to enlarge the study by investigating the students' speech acts since the present study has not explored it yet. Moreover, if it is possible, it is recommended to get genuine data so that the study will appear to be more natural.