

CHAPTER V

CLOSURE

A. Conclusion

This research is concerned to analyze the types of Searle's illocutionary acts that uttered by the lecturer and students in the teaching and learning process on the classroom.

After analyzing the data, the researcher has found five types of illocutionary acts used by the lecturer in teaching and learning process on the sixth semester semester (A and D class 2019) of English education department at UIN Antasari, there are (52) utterances from the lecturer and students performed. There were directive, representative, expressive and commissive and declarative. The directive was mostly dominant used by the lecturer and students in teaching and learning process by Google meet. Asking became the most dominant acts force of directive produces by the lecturer and students which was realized in 21 from 52.

The lecturer used directive acts of asking allowed the students to participate more actively in the lesson. When using this illocutionary acts , the speaker has a special institutional roles. In teaching and learning process, it is impossible if the lecturer suddenly has a special institutional.

B. Suggestion

Based on the research results, that have been explained above, some suggestion are proposed to the following parties:

1. For the lecturer

Lecturers should practice reading more, especially getting used to reading journals. The lecturer by providing training to make journals to students will better understand and have no difficulty in making these later, even though they are learning in google meet.

During the lesson could be clear and easily utterances to be understood and can used speech acts to imply the messages of the utterances to help guide the students in teaching learning process especially in teaching via online class, the teacher must be more active and give special attention also explain the material with the easily words. The use of some directive speech acts may help teacher to deliver messages for students and make teaching learning process more communicative.

2. For the students

The researcher hope that this research can be references for students to improve their knowledge about types of speech acts. Speech acts will always find in many activity, like on teaching learning process. By understanding the meaning and purpose of some speech acts, it can help them to understand both on teacher and students utterances to deliver the message they want to say and make the teaching learning process more efficient and running as well. Students should try to grow up reading lots of books so that they can easily understand the lessons given by the lecturer by learning using google meet.

3. For the Readers

must understand the meaning of illocutionary act in google classroom so that readers can find out the meaning of illocutionary act in google classroom. Readers can use the dictionary as well as other vocabulary that is used by readers in daily conversations.

4. For the other researcher

Researchers must become a reference for other researchers in conducting other research on google classrooms, analysis, and illocutionary acts. The objective of this research is limited only to identify the types of illocutionary acts performed by the teacher during teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researcher who wish to carry out similar studies to investigate more about other aspects of speech acts such as perlocutionary acts or locutionary acts. It is also suggested to enlarge the study by investigating the students speech acts since the present the study has not explored it yet.