

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### 1.1 Conclusions

After analyzing the data in the students' conversation of SMP Hikmatul Fadhillah Islamic School Medan, some conclusions are drawn as the following:

- (1) All types of politeness strategies were applied by the students in their conversation, but the proportion of their occurrence was not in the same number. In request for information didn't find off record (0%) while Bald on record is the highest percentage (55%) and positive politeness (38%) and negative politeness (7%) and in the request for action all types of politeness strategies were applied in the students' conversation, but the proportion of their occurrence was not in the same number. Bald on record just found (11%), the positive politeness is the highest (47%), negative politeness just found (40%) and the lowest is off record (1%).
- (2) And there are five of nine types of request strategies in the theory by House and Kasper in the students' conversation found in the request for information, namely; Mood Derivable (61%) is highest, and hedge performative (1%) is lowest, while Explicitly Performative (13%), Suggestory Formulae (15%), and Query Preparatory (10%). While in the request for action their expression found eight strategies and the number of the types are different, namely: Query Preparatory (60%) is highest, mid hints (1%) and Suggestory Formulae (1%). Mood Derivable (7%), Hedge Performative (19%), Explicitly Performative (3%), Wants Statements (7%), and Obligation Statements (2%).

(3) The reasons were follows; first, the participants used their expression is Bald on resord because of the limited vocabulary. Second, their habit used politeness strategies because they feel relaxed and comprotable in conversation. Third, mood and also environment school as the reasons can make them more polite in speaking each other.

### **1.2 Suggestion**

In relation to the conclusion above, suggestion are stated as the following.

1. It is suggested to students to introduce the theory of politeness strategies in the conversation in classroom or in outside when they have communication each other that the students can apply the strategies to all people.
2. It is also important for other researchers to investigate wheather the expression of polite request strategies in the adolescence's conversation in school area and in outside school area can applied the polite request strategies.