

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This study is concerned on speech acts in communicative events in school contexts. It is aimed at describing how the way of the school board, headmaster and teacher use speech acts in school contexts. After analyzing the data, some conclusions can be stated as the following :

1. There are two three kinds of speech acts. Those are locutionary, illocutionary and perlocutionary. In performing speech acts people can use two ways of speech acts in communicative events in school contexts, those are Direct and Indirect speech acts. Direct and Indirect speech acts are used in the form of declarative, interrogative and imperative.
2. Direct speech acts generally is the syntactic form of the utterance reflects the direct illocutionary act. Direct realization of declarative form is used to make a statement, an interrogative form is used to ask a question and in an imperative form is used to give an order or make a request. The participants in school contexts tends to use direct act so that they can clearly understand the speakers' intention. Indirect realization is assumed if the syntactic form of an utterance does not reflect any indirect illocutionary act associated with it or indirect speech acts are performed indirectly by way of performing the literal illocutionary acts.

## 5.2 Suggestion

Based on the above conclusions, the following suggestions are given as follows:

1. It is suggested that other researchers of pragmatics should develop the theory of speech acts in communicative events in school contexts by introducing it to the students so that they will be interested to conduct a research related to the field.
2. The use of speech acts will influence the successful of communication in school contexts. So, it is suggested to the school board, headmaster and teachers have to use appropriate speech acts in order that the hearers understand easily the utterance spoken by the speakers. Further research need to be conducted in other school context to compare the use of speech acts used by school board, headmaster and teachers to enrich speech acts theory.