

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

Based on the complete analysis and findings of the previous chapter in this study about strategies which were used by male and female lecturer in criticizing students' presentation, it can be drawn the following conclusion:

- (1.) It was found all types of criticizing used in male and female lecturers' utterances, namely: direct criticism and indirect criticism. The result showed that male lecturers and female dominantly used Indirect criticism.
- (2.) In direct criticism, it was found that male tended to state the problem of students' work. Meanwhile in indirect criticism, male lecturers dominantly demanded to change. In female lecturers, they would rather use statement of problem to show their direct criticism. Meanwhile in indirect criticism, it was found female lecturers also dominantly criticized by demanding.
- (3.) The reasons of the lecturers used their strategies were got from interview which found there was a reason why male lecturer criticized directly, namely to avoid misinterpretation and it also found there were some reasons why female lecturers criticized directly. It was because the students were not freshmen, the lecturer felt disappointed, and because it was academic forum. There were also some reasons of female criticized indirectly, namely to build familiarity, to tell the correct answer, and since the student had no response. Meanwhile, male lecturers criticized students'

presentation indirectly were due to keep students' mood, more constructive and polite strategy, and to build students' mindsets.

## 5.2 Suggestions

In line with the conclusions, suggestions are staged as the following:

- (1.) It is a suggestion that further studies should be conducted to investigate more strategies and reasons of criticism in the same context by providing more data to enrich the analysis of lecturers' strategies in criticizing.
- (2.) It is suggested that further studies should be conducted to find out more strategies and reason reasons of criticism in another context.
- (3.) It is an advice for people who criticize to consider the context before giving criticism in order to avoid misunderstanding.