**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* 1. **Conclusion**

Based on the data analysis, research findings and discussion, this study results some points as the following:

1. There are three kinds of speech acts that are realized by gender of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; they are locutionary acts, illocutionary acts, and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressives, and declaratives. Both males and females lecturers only implement 4 types of them; they are representatives, directives, commissives, and expressives, while declarative does not. It is happened because they do not promote themselves as a candidate to be voted but the lecturers just share their knowledge to their students through teaching performance in the classroom. Furthermore, both males and females lecturers have different way in applying types of illocutionary acts. Males lecturers tend to utilize representatives, but females lecturers prefer to use directives and representatives ways. In short, the role of context such as and the material that is discussed have a great effect to the way speech acts produced.
2. In line with the process of speech acts are realized by gender of 4 lecturers of 2 males and 2 females in the classroom. All of them deliver their speech by using direct and indirect way. However, they tend to use direct speech acts than indirect

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speech acts. This is happened because the lecturers still

implement the old method called speech method. Therefore, direct speech acts is dominantly applied during the interaction in the classroom.

1. There are some purposes of using speech acts by 4 lecturers of 2 males and 2 females in the classroom. They are to convince, to actuate, to stimulate, to inform and to entertain.
	1. **Suggestions**
2. It is suggested that other researchers should do further study in terms of gender speech acts in the classroom setting, especially about locutionary acts, illocutionary acts and perlocutionary acts, and also the types of illocutionary acts since the research concerning this topic is still lack of experiment.
3. It is suggested that other researchers should provide more literature review regarding to the process of speech acts produced in daily communication. Furthermore, it is hoped to add research participant to complete the research thus the data will be more strength and valid.
4. This study can be used as the additional data to increase deeper understanding of gender speech acts especially that concerned about the kinds of speech acts, the process of speech acts and the reasons of speech acts implemented during teaching performance in the classroom setting.