

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Having analyzed the data, conclusions are down as the following:

- 1) the four speech functions (statement, command, offer, and question) found in commercial billboard texts taken from six domains namely cigarette, banking, electronic, automotive, furniture, and daily needs. This study found 64 texts in statement, 23 texts in command, 16 texts in offer, and 2 texts in questions.
- 2) the most dominant speech function used in commercial billboard texts is statement comparing with command, offer, question.
- 3) It shows that statement is used as the most dominant one in commercial billboard texts because it is suited on the very basic concept of commercial billboard texts which can only seen in 5-7 seconds so that the language must be as efficient, affective and hypnotic as possible. In deed, it can persuade the viewers strongly . However, there is a phenomenon especially in banking domain in which offer is the most dominant one used. It is based on UU RI no 10 Tahun1998 uttering that three activities in banking concnerned in services area so that it must use offer in promoting the banking product.

5.2 Suggestions

In relation to the conclusions, suggestions are stated as the following.

- (1.) The findings of speech function in commercial billboard texts should encourage the students in studying more about systemic functional linguistics especially interpersonal function.
- (2.) By considering this topic, hopefully the students can understand the reason of a company use one of speech function in their commercial billboard advertisement. Because the main purpose of advertisement included in billboard texts is how the product is remembered easily by consumer. So that it hypnotizes as soon as possible.
- (3.) For public, it is important to know and to study about the development of speech functions in billboard texts especially for the new advertisers so that they know what is the most effective speech function used in billboard texts to catch attentions of viewers.