

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusions

This study focused on language impoliteness and gender in ILK Comedy Program. It was aimed to find out the forms of impoliteness and responses, describe the process of language impoliteness and explain the reasons why language impoliteness were conducted by male and female comedians in ILK Comedy Program. After analyzing the data, conclusions are drawn as follow.

1. There were 8 forms of impoliteness that could be found in both data of male and female comedians' utterances, 5 conventionalized formulae, namely a) insults, b) dismissals, c) silencers, d) threat, and e) negative expressives and 3 non-conventionalized formulae, such as form-driven, convention-driven and context-driven were found in both male and female comedians' utterances. There were 3 conventionalized forms which were only found in the data of male comedians' utterances such as a) pointed criticisms or complaints, b) challenging or unpalatable questions and/or presuppositions, and c) message enforcers. Condescensions were not found in both data but a new form of interruption was found instead. All types of responses to impoliteness were found to be performed by male and female comedians, namely 1) no responses, 2) accepting the impoliteness, 3) offensive response, and 4) defensive response. Offensive response was found to be the most dominant response expressed by male and female comedians. There was a new type of response found only in male comedians' utterances namely, singing.

2. The processes of language impoliteness conducted by male and female comedians were mostly the same except for the slight differences in the variation of response patterns and the conflict endings. In discourse beginnings, male and female were upon the same goal which was to entertain the viewers and the phenomena triggering their production of impoliteness were basically the same such as, physical appearance, age, the language, behavior, personal matter and the role of the comedian. In discourse middles, male and female comedians' participation also led to the same patterns, namely, a) single or multiple attacks with no response, b) single or multiple attacks and accepting the impoliteness, c) OFF-DEF pairings and d) OFF-OFF pairings. There was a new pairing, OFF-SNG pairings which were only conducted by the male comedians. In discourse 'ends', it was found that there were 2 conflict terminations conducted by male and female comedians, namely third party intervention and stand-off. Stand-off was the most dominant conflict resolution. There were 2 conflict resolutions found only in male comedians namely withdrawal and submission to the opponent which were only found once for each category. Singing was a conflict resolution used only by female comedians.

3. The use of language impoliteness during the program by male and female comedians shared several same reasons, namely a) to vent negative feelings, b) to mock the panelist, c) to show disagreement, d) to disturb the panelist's participation of the discussion, e) to threaten the panelist's face, and f) to dismiss the panelist. The most frequent reason of using impoliteness by male

and female comedians was to mock the panelist and the least frequent reason is to show power for male comedians and to dismiss the panelist for female comedians. There were only 2 reasons found only in male comedians' speeches namely to show power and to provoke laughter.

## **5.2 Suggestions**

In line with the conclusions mentioned above, this study offers some suggestions for the readers as provided in the following items.

1. To the lecturers teaching sociolinguistics, psycholinguistics; it is suggested to conduct, elaborate, and perform deep research in the study.
2. To other researchers; it is suggested that this study could be further expanded in the use of impoliteness to self-attack in the comedy program and explored in terms of other discourses to contribute to the development of impoliteness theories, such as the use of impoliteness in literary works or its application in terms classroom interactions.
3. To all the readers; it is suggested to use this study as references for understanding the application of impoliteness in media studies, especially for its entertaining function on the television comedy program.
4. To the television producers and comedians; it is suggested to move the showtime to be later at night and include the notice of PG (parental guide) as well as prepare a more qualified joke that conforms to the primary function of TV as a source of learning for the communities.
5. To the parents; it is suggested that the display of comedy shows such as ILK for children should be accompanied and guided.