

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The study concerned on directive speech acts used by teachers in EFL classroom interactions at MAN 2 Model Medan. Based on the analysis of data from observation and interview, the conclusions are stated as the following:

1. There were three types of directive speech acts performed by teachers in EFL classroom interactions at MAN 2 Model Medan in English subject, namely *command* (48 utterances), *request* (7 utterances), and *suggestion* (10 utterances). *Command* is the most frequent of all the types of directive speech acts performed by teachers in EFL classroom interactions since teachers always use this type to attract students' attention and convey their instructions during the teaching-learning process.
2. In performing directive speech acts, teachers use two ways: direct (51 times) and indirect (14 times). *Direct directive speech acts* are the most frequent of all the ways of directive speech acts used by teachers in EFL classroom interactions since teacher often used utterances that had no implicit meaning and immediately understood and responded to by students.
3. The reasons teachers perform directive speech acts in EFL classroom interactions are because there are many functions in using directive speech acts. *Commands* were to attract students' attention (*Attention-getter*), to test students' knowledge or understanding (*Elicitation*), and to ask students

doing something (Instruction). *Requests* were to attract students' attention (Attention-getter), to test students' knowledge (Elicitation), and to make students' do what the teacher instruct (Instruction). Then, *Suggestions* were to suggest and advise students what should do (Suggestion/Advice).

B. Suggestions

Based on the data findings and what this research intended to, it was suggested that:

1. English teachers must be able to properly apply the use of directive speech acts in the teaching and learning process of English. The application of directive speech acts is very important in teaching and learning activities because the instructions given by the teacher must be understood by students and also help students understand the material being taught. So, a teacher must have good communication skills in the teaching and learning process in the classroom.
2. The subject in the research is the implementation of directive speech acts by English teachers. This study didn't analyze students' responses in classroom interactions. The next research may enlarge the research including investigation between teachers' and students' interactions
3. In this study, the researcher only focuses on directive speech acts. For the next researcher may investigate other kinds of speech acts, such as assertive, commissive, expressive, and declarative