CHAPTER V

CONCLUSION

5.1 Conclusion

This research aims to classify the types of directive speech act used by teachers via Zoom Cloud Meeting in English School Indonesia (ELSI) and describe the functions when the speakers use directive speech act and the strategies of directive speech act. After analyzing the utterances between teachers and students via zoom cloud meeting, there are 124 utterances found which contain directive speech act. The writer describes three main points from the pragmatic side.   First, three types of directive speech act. They are classified into three types of directive speech act proposed by Kreidler (1998): command, request, and suggestion. Second, in the function of communication used by teachers toward students. There are also six functions of the directive speech act found in this research as proposed by Bach and Harnish (1979). They are requests, questions, requirements, prohibitive, permissive, and advisories. Third, the strategies of directive speech act consist of direct and indirect as Yule (1996) proposed.

Furthermore, there are 60 data in the form of commands, 48 data in the form of requests and 18 data in suggestions. The teachers use the types of commands to get the students to perform something. The teachers use a request to show what teachers want the students to refrain from doing something. The teacher asks them without forcing them. Meanwhile, a suggestion is used when the teachers attempt to suggest or to remind the students to do or not to do something. The most dominant type of directive speech act used by the English teacher is the command, 48%. There are six functions of the directive speech act

used by English teachers found in this research. The most dominant function of the directive speech act is requirements. Fifty data were found with a percentage of 40%. The teachers often order or dictate the students to perform an act. In an online class via Zoom Cloud Meeting, a teacher has authority over students. Therefore, the function of requirements will be more effective when the teachers try to get the students to do something. Meanwhile, there are direct and indirect strategies of directive speech acts. Teachers use the dominant direct speech strategy towards students in English school Indonesia (ELSI), 97 data found with the percentage 78 %.

In summary, an indication of the relationship between context with the types, functions, and strategies used by teachers. The use of types, functions, and strategies is relatable to the context of the research environment. The background of English School Indonesia (ELSI) as an English course (non–formal institution) aims to improve the student's ability to speak English fluently by creating an English environment. In other words, English School Indonesia (ELSI) builds the vibe of the environment as if the teacher and the students are in a western country. The students have to speak English during the class and the teachers are the facilitators to encourage them. The goal builds the students' confidence to be brave to speak English. Therefore, this is a foundation for teachers to find an effective way to communicate with students to get the goals.

5.2 Suggestion

After conducting this research on the directive of speech used by a teacher via zoom cloud meeting in English School Indonesia, the writer suggests doing more in-depth research to develop this research to get more comprehensive results. This research development can be done by looking at the problems in research from the point of view or other studies such as

interdisciplinary studies to get more varied results. The development of research in interdisciplinary studies, especially related to the teaching of English conducted in the future to avoid communication errors between teachers and students, is considered important.