

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presented the conclusions derived from the research findings and their discussion as outlined in the previous chapter. In addition, it offered several suggestions directed to English teacher, students, and future researchers. These suggestions were formulated based on the results of the study with the aim of contributing to the improvement of teaching practices and encouraging further studies related to the use of directive speech acts in the context of English as a Foreign Language classrooms, especially in the teaching of procedural text at the junior high school level.

#### **5.1 Conclusions**

This study aimed to examine the types of directive speech acts used by an English teacher during the instruction of procedural text at a junior high school and to analyze how those speech acts influenced students' engagement and comprehension. The conclusions were drawn based on data collected through classroom observation and a semi-structured interview with the teacher. These conclusions are presented in accordance with the two research questions formulated in this study.

Regarding the first research question about the types of directive speech acts used, the findings showed that the teacher applied four main categories based on the classification proposed by Searle in 1979. These categories included requests, commands, advice, and suggestions. Among them, requests appeared as the most frequently used type, accounting for more than half of the total speech acts observed during classroom interaction. The teacher typically delivered these requests using polite and inclusive expressions, often incorporating modal verbs or collective phrases such as *"Let us"* or *"Would you like to."* This preference for using requests rather than commands indicated a teaching approach that prioritized student involvement and cooperation over authoritative control. Meanwhile, advice was provided to help students improve their writing, suggestions were offered to encourage creativity and flexibility, and commands were used when clear and immediate instructions were necessary to manage the learning process.

In relation to the second research question, concerning the influence of directive speech acts on students' engagement and understanding, the study found that these speech acts, particularly requests and suggestions, significantly contributed to the creation of a positive and student-focused classroom atmosphere. The students responded actively by participating verbally, asking questions, and following the teacher's instructions. Their non-verbal responses, such as nodding and focusing on the lesson materials, also indicated that they were engaged and attentive. Furthermore, when the teacher allowed to make choices or express ideas through suggestions, the students showed creativity and a sense of ownership in their learning, for example by selecting their own writing topics or designing illustrations for their texts.

The teacher's deliberate and flexible use of directive speech acts also reflected an awareness of how to adapt instructional language to the classroom context and the needs of the learners. Commands were commonly used at the beginning of a lesson to provide structure and clarity, while softer expressions, such as requests and suggestions, were introduced as the lesson progressed to promote interaction and reduce pressure on the students. In conclusion, the findings of this study confirmed that directive speech acts, when used thoughtfully and appropriately, served as effective communication tools to support both instructional goals and student participation. The teacher's approach demonstrated that directive speech acts could be used not only to guide classroom behavior but also to enhance students' understanding and active engagement, especially in the teaching of procedural text in English as a Foreign Language classrooms.

## **5.2 Suggestions**

Based on the findings and conclusions of this study, the following suggestions are addressed to English the teacher, students, and future researchers:

### **1. Suggestions for the English Teacher**

English teacher is encouraged to implement various types of directive speech acts according to their instructional objectives, classroom conditions, and the specific needs of their students. Although commands are sometimes required to ensure clarity and classroom control, the use of requests and suggestions has been

shown to be more effective in fostering student engagement and creating a positive learning atmosphere. Teacher is also advised to consider the tone, level of formality, and appropriate timing when delivering directives. Employing polite and inclusive expressions may reduce students' anxiety and encourage active participation, especially in English as a Foreign Language contexts where students might be reluctant to speak. It is also important for teacher to adjust their communicative approach in accordance with student responses and characteristics. Observing how learners react to different forms of directives allows teacher to shift gradually from authoritative language to more collaborative interaction as the lesson develops. In addition, teacher are recommended to incorporate step-by-step instructions that function as scaffolding, particularly when teaching procedural text, to support students' comprehension and task completion effectively.

## **2. Suggestions for Students**

Students are encouraged to take a more active role in classroom communication by responding positively to teacher directives, especially when these are expressed as requests or suggestions that promote collaboration and student involvement. It is important for students to recognize directive speech acts not merely as instructions to follow but as opportunities to participate, ask questions, and share ideas. Developing this awareness can help students build greater confidence and communicative competence. Moreover, students should take responsibility for their learning by showing initiative, responding constructively to teacher guidance, and exploring creative opportunities offered during classroom activities.

## **3. Suggestions for Future Researchers**

Future studies are suggested to explore the use of directive speech acts in different types of texts, such as narrative or descriptive genres, or at various educational levels, including elementary schools, senior high schools, and universities. In order to gain a deeper understanding, future researchers may also consider including student perspectives through interviews, focus group discussions, or questionnaires. This approach could reveal how students interpret and respond to different directive forms used by teacher. Comparative research

across different classrooms or teacher could also be conducted to identify variations in the use of directive speech acts and how these differences relate to teaching styles or school contexts. Finally, it is recommended that further research examine the long-term effects of directive speech act strategies on students' language development, classroom interaction, and overall motivation in learning English.