

Chapter 5: Conclusion and Recommendation

This chapter provided a conclusion related to the research analysis that was explained in the previous chapter and followed by the researcher's recommendation or suggestion.

Conclusion

This research was aimed to find out the type of assertive act in the novel *Dear John* by Nicholas Sparks. In this study, the researcher analyzed the utterance by using the indicator device of each type of assertive act. Further, the researcher used the context that was a significant thing in pragmatics study because of its influence to describe the situation where assertive act occurred. The researcher analyzed the context as the background knowledge shown by the characters who act as the speaker and the hearer in the novel *Dear John* by Nicholas Sparks.

Also, the researcher found 20 of 32 types of assertive acts by Searle and Vanderveken theory contained in the novel *Dear John* by Nicholas Sparks. Those were asserting, affirming, stating, denying, disclaiming, assuring, rebutting, informing, notifying, reminding, reporting, suggesting, insisting, hypothesizing, admitting, blaming, praising, complaining, boasting, and claiming. They had same psychological state expressed, namely belief. It meant that the hearer belief while the speaker produced the utterance. Besides the similarity, the researcher found the differences of each type by using the indicator device. The first type was asserting, that was stating something strongly to recognize the speaker's authority to others, therefore the utterance meant uncontested. The second was affirming, that was the utterance contained mode of achievement to make a positive

assertion. The third was stating, which was representing something generally for the benefit. The fourth was denying, that was the speaker can assert something was not true. The fifth was disclaiming, that was the speaker could assert he had no responsibility for doing something. The sixth type was assuring, that was the speaker tells the truth to face up the worry of the hearer. The seventh type was rebutting, that was the utterance contained against an argument that had been previously argued. The eighth type was informing, that was the utterance contained something that the hearer did not know before the speaker informed it. The ninth type was notifying, that was the hearer absolutely knew about something but it would be better if he would put on notice by anyone else. The tenth type was reminding, that was the utterance contained something which he once knew and might have forgotten about it. The eleventh type was reporting, which was asserting something which was about the past and it dealt with the time of the utterance. The twelfth type was suggesting. In this part, when the speaker was suggesting something, the hearer had choices whether he took the suggestion or not. The thirteenth type was insisting. That was the utterance contained demand something strongly to the hearer. The fourteenth type was hypothesizing, that was the utterance contained a possible explanation of fact on uncertain grounds. The fifteenth type was admitting. In this type, the indicator device was the speaker admitted something bad to the hearer. The sixteenth type was blaming, that was the speaker blame someone about something he did, but it was only based on the speaker's mind. The seventeenth type was praising, that was asserting something good while expressing approval of it. The eighteenth type was complaining, that

was when the utterance contained psychological state of dissatisfaction. The nineteenth type is boasting. It occurred since the speaker could express pride only in the existence of a state of affairs. The last type was claiming, that was when the speaker say something based on his responsibility or ownership.

Based on the explanation above about 20 types of assertive acts found in the novel, it could be concluded that assertive act performs in the use of language in written form as a novel. The researcher assumed that pragmatic was a discipline which had potential to investigate literature issues. In addition, this research could bridge linguistics and other disciplines, namely pragmatic and literary work.

Recommendation

After presenting the conclusion, the researcher attempted to provide several recommendations or suggestions for the readers, students, lecturers, and future researcher. For the readers, the researcher hoped that the result of this research could improve the readers' knowledge about assertive act. Therefore, the readers could understand the use of assertive acts on daily communication, particularly when the speakers had implied intentions on their speech, so the reader could communicate well with others. Moreover, the result of this research also could help students in reducing misinterpretation the meaning or intention that might be appeared on the learning process. Besides, the teachers or lecturers could use this research as an authentic material to teach illocutionary acts, particularly assertive acts. Last, the researcher hoped that this research could be the references for a further researcher who conducts research about illocutionary acts and attempts to conduct similar issues in different objects

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