

Chapter 5: Conclusion and Suggestion

After analyzing the directive illocutionary act in students' skripsi, the researcher comes to the next chapter which conclusion and suggestion. This part will be consists the summary of the analysis which has been discussed in the previous chapter. Beside of that, the researcher will give suggestion for the readers, especially for the other researcher which used similar theory.

Conclusion

In this study, the data are collected from students' skripsi that has been corrected by the lecturers'. The data are analyzed based on pragmatic study especially in directive illocutionary acts by John Rogers Searle and theory of situation by Dell Hathaway Hymes.

As the result, after analyzing and discussion the correction in the student skripsi, the researcher can conclude several points. The correction of the lecturer in the students' skripsi perform four kinds of directive illocutionary act based on Searle's theory they are commanding, requesting, advising, and recommending. From four kinds of illocutionary act, the most dominant occurrence in directive illocutionary act is commanding. Commanding is mostly dominant because the correction of the lecturer in students' skripsi that act as the writer and the reader in the different age. The writer always older than the reader or the social status of the writer is higher that the reader. They are performing a commanding in the different context such the lecturer write a

correction in the students' paper of skripsi that command the student to make a sentences better, lecturer also commanding the student to used a full stop in the end of the sentences.

Suggestion

After the researcher investigated this research about the kinds of directive illocutionary act, the researcher knows that to understand the writer means to the reader, it is important to know the context of the conversation occurs because the context of the writing is the one of the element that most important to be considered in a writing to know the certain aims from the writer. The researcher also suggests for the next researcher can analyzed how the Perlocutionary act occurs or the causes of Perlocutionary act. The researcher realizes that this research is still many deficiencies because of the limitation of knowledge of the research itself. Therefore, suggestion from the reader is expected by the researcher related to this focus.

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Appendix

Data 1

family or community standards" (Gregory J. Feist, 2006, p.263). One characteristic of this *dystonic* element in Salva is "a lack of concentration on required tasks" as mentioned in (Gregory J. Feist, 2006, p.265), in the story shown by the data above it can be seen that Salva's mission at that time was only saving himself, but the impetus of the first conflict such as the unpreparedness of Salva made him unable even to focus on struggling to save his life when pressed into the water by a boy. This situation can be fatal if Salva cannot remain unable to concentrate and take an action to save himself, the proof Salva himself survived is not because he realized to act immediately to save his life but he survived from the boy because of luck, when one of the soldiers shot towards the river then shot the boy.

make this sentence better!

Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Make this sentence better!</i>	Commanding

Data 2

stay with him there since he had to return to their village and fight for their people, Salva showed his courage as the results of the long and heavy process he had gone through.

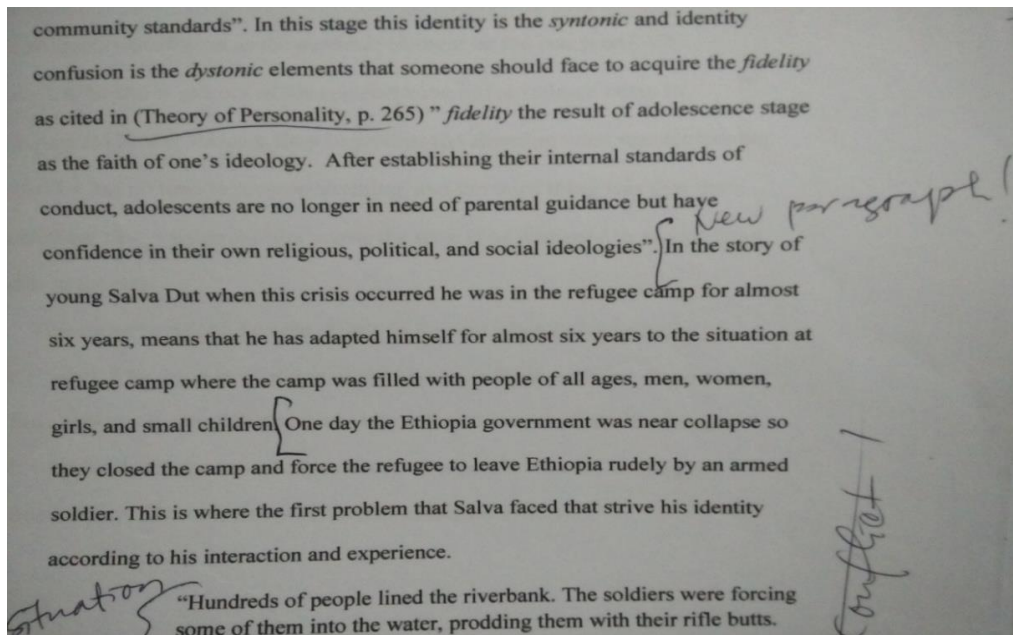
In addition, formidable personality like this was formed due to a crisis between industry (*syntonic*) and inferiority (*dystonic*) that Salva had previously passed as a result he was able to produce competence, namely "the ability and confidence to solve problems that accompany the school age" (Gregory J. Feist, 2006, p.263). The data also clearly explain that his sense of industry has dominated more than his inferiority sense and make him a better person afterward. His industry sense has taken control of his mind make him capable to survive and motivated him to struggle. Although, the struggle is never been easy but in this school age stage Salva has passed and required the good possibilities, then ready to step to the next psychosocial development stage.

Adolescence

full stop!

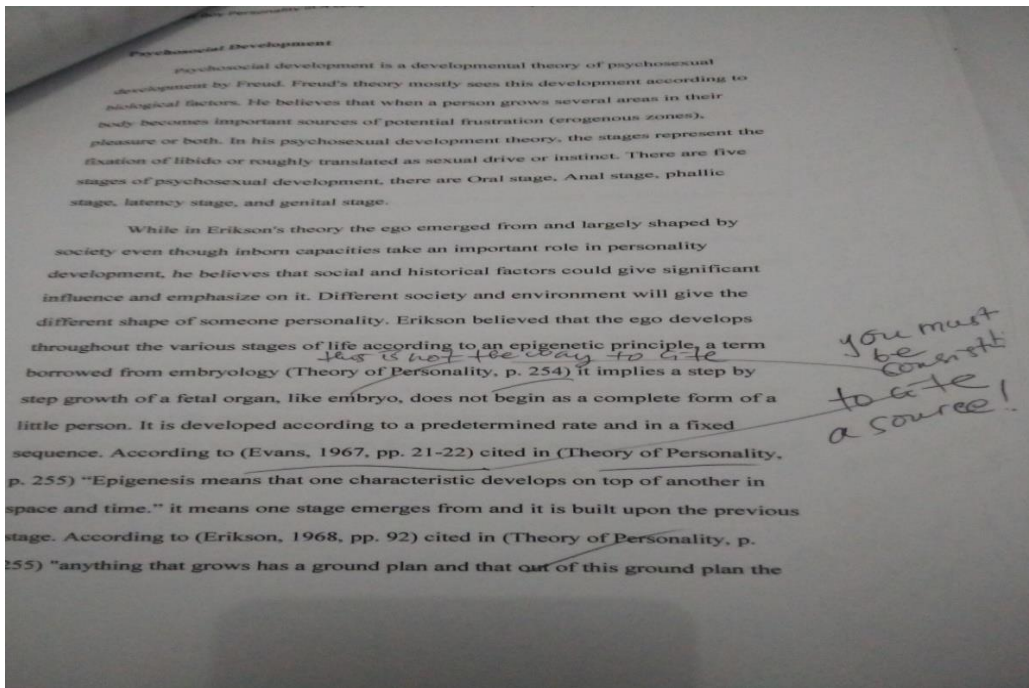
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Full stop!</i>	Commanding

Data 3



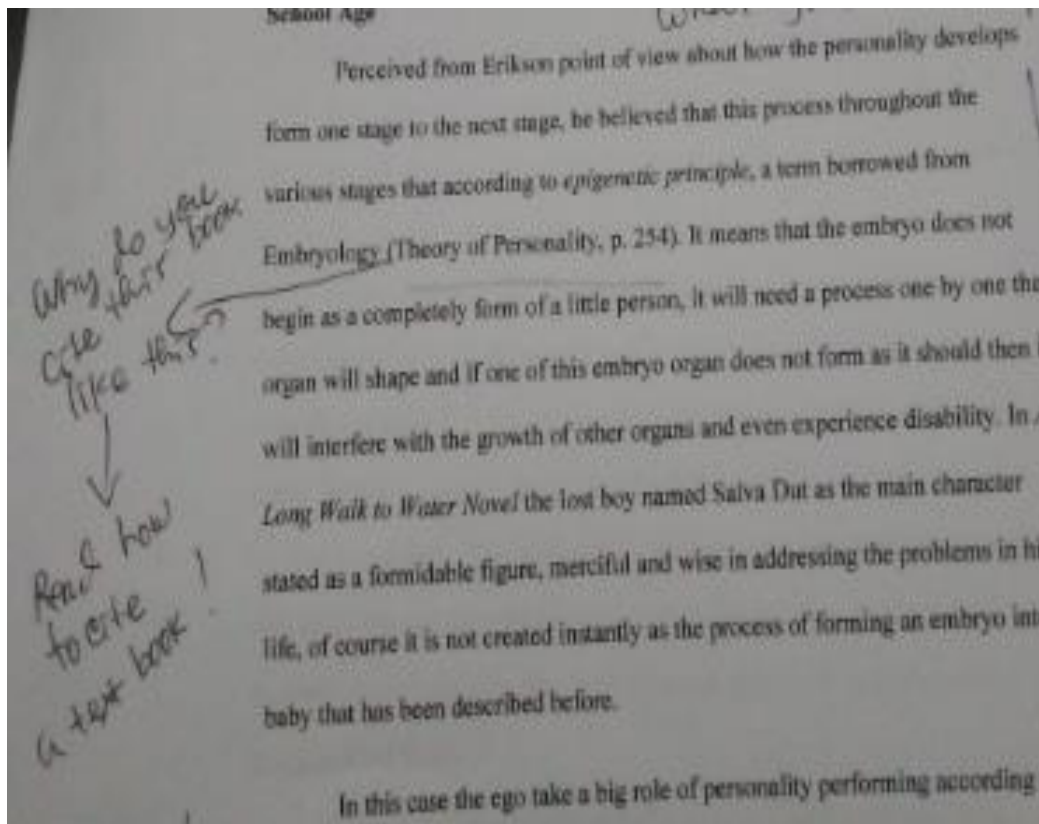
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>New paragraph!</i>	Commanding

Data 4



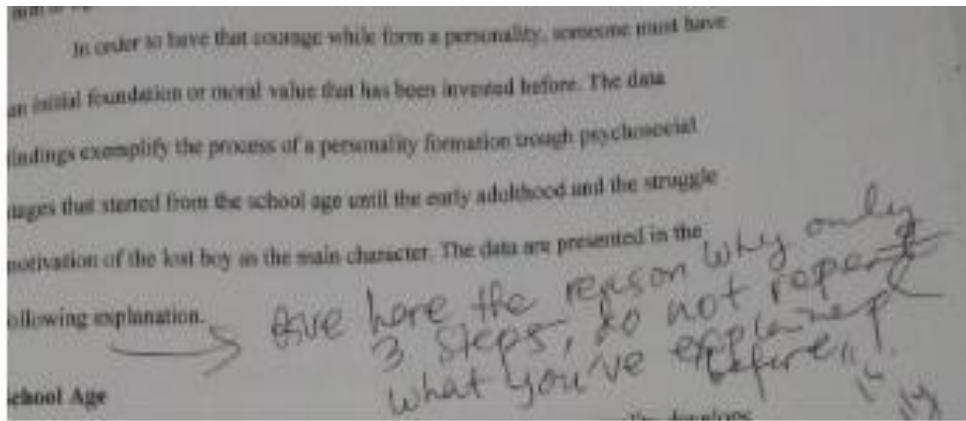
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>This is not the way to cite. You must be consistent to cite a source!</i>	Commanding

Data 5



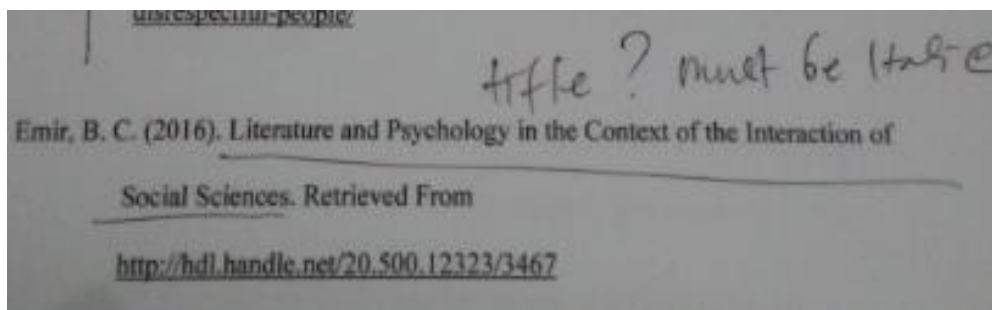
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Why do you cite this book like this?</i> <i>Read how to cite a textbook!</i>	Commanding

Data 6

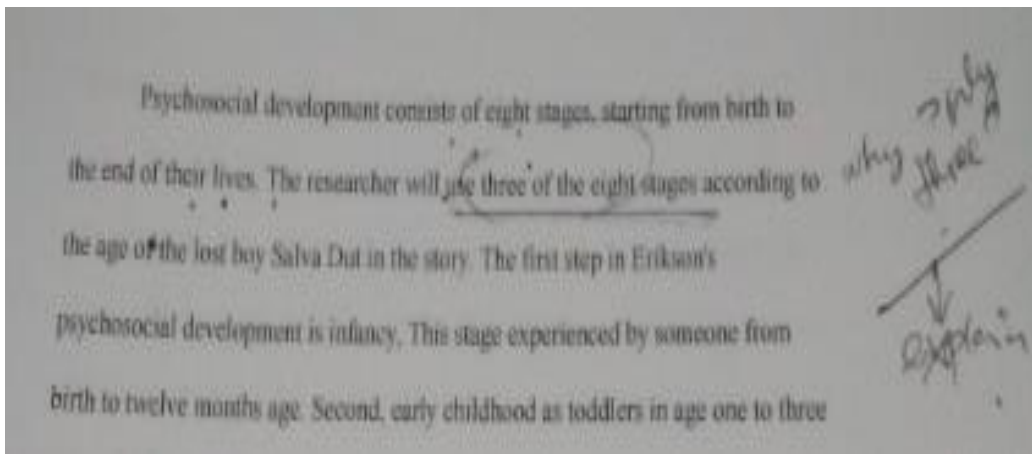


Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Give here the reason why only three steps, do not repeat what you have explain before</i>	Commanding

Data 7

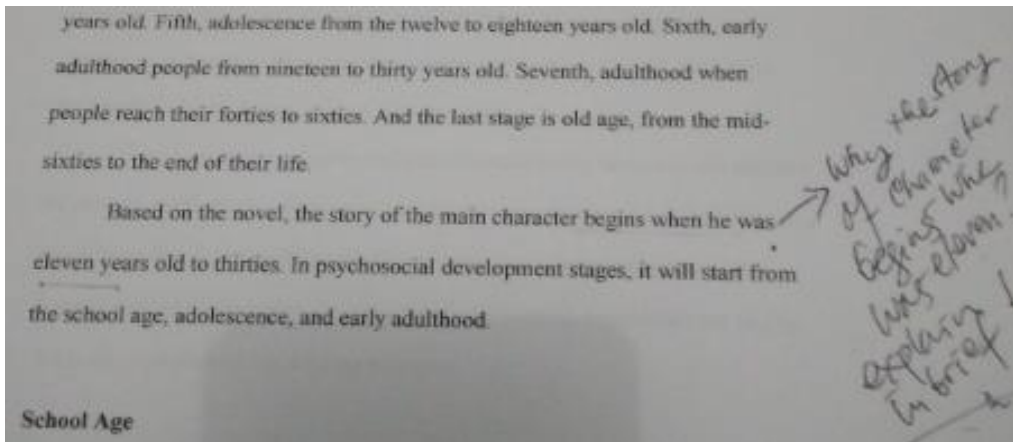


Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Title? Must be italic</i>	Commanding

Data 8

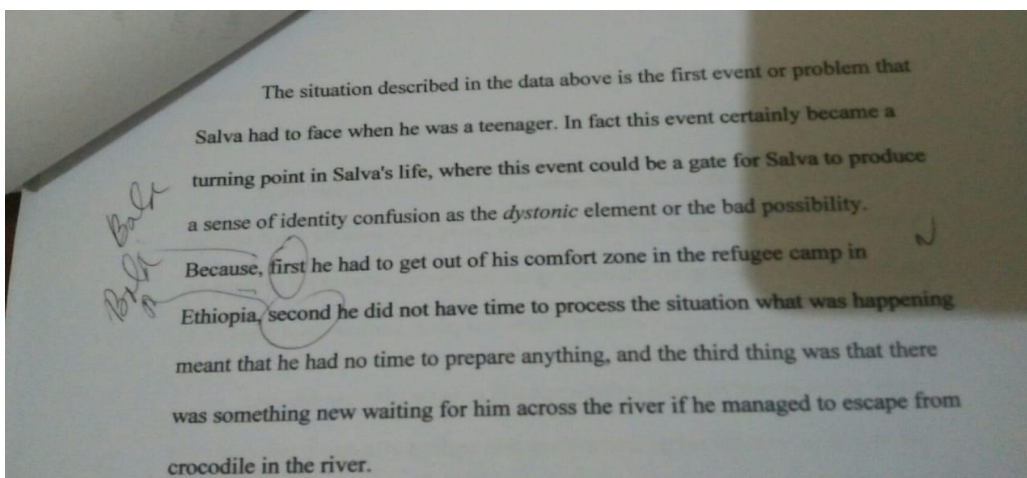
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Why only three? Explain!</i>	Commanding

Data 9



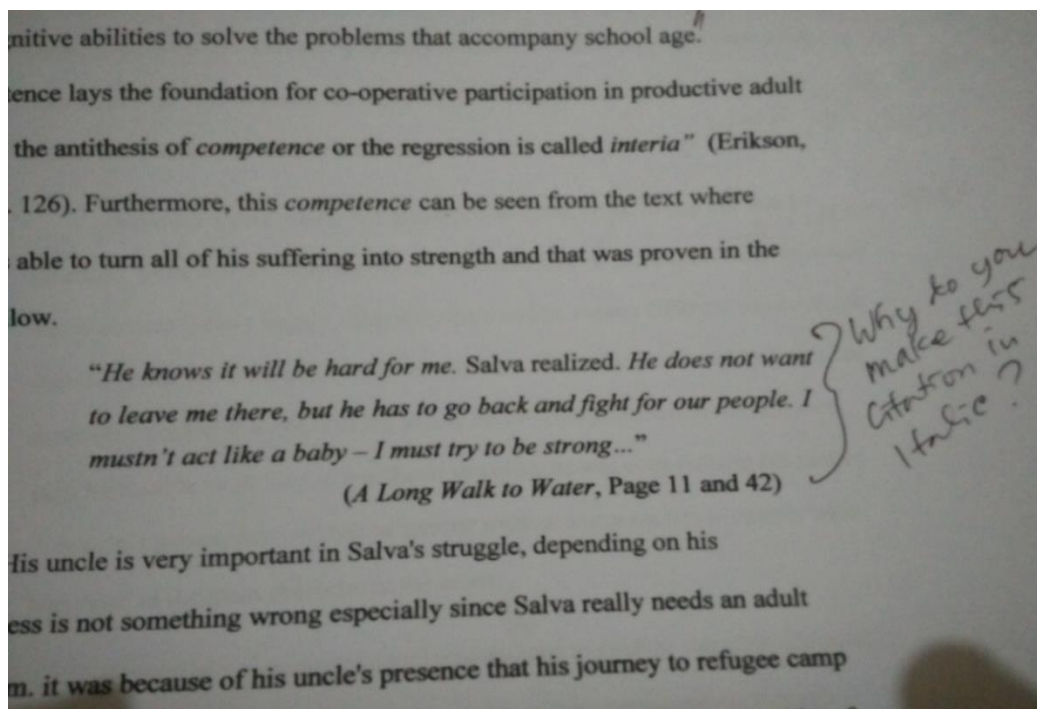
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Why the story of the character begins when he was eleven? Explain in brief!</i>	Commanding

Data 10



Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Bold</i>	Commanding

Data 11



Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Why do you make this citation in italic?</i>	Requesting

Data 12

November 5th, 2010. Even though this novel has fiction genre, the true story of a lost Sudanese boy has become the greatest part of this novel. Linda put a fiction and non-fiction story in one novel experieⁿ le in Sudan fascinatingly. She described the strong bond between the two stories she presented.

you should write letters

A long walk to water novel tells about two stories. A fictional story of Nya, an 11 young girl that was a part of Nuer tribe and a true story of Salva Dut, a part of Dinka tribe and the Sudanese lost boy. The book alternates between two storylines, one beginning in 1985 that revolving around Salva Dut, an 11 boy from Sudan living in the south Sudanese village called Loung-Ariik. The other story beginning in 2008 that revolving around an 11 young girl named Nya. One day Salva is sitting in one classroom of his school and thinking of his friends when he hears a fire gun. There is a violent civil war going on in his country. Salva's teacher tells everyone to run away from the classroom to the bush right after the bomb fell, she also emphasizes to not run to their own village because they might have been attacked their village. In the chaos, Salva separated from his family the parents and siblings. He was walking with a group of foreigners people until he has been left sleeping in a barn alone. Then the next day he spends a few days with an elder woman in her barn, but eventually, the woman tells Salva that she has to leave because there is no more food and water. Salva join up with a large

Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>You should write in letters</i>	Requesting

Data 13

Marcia, J. E. (1988). Common processes underlying ego identity, cognitive moral development, and individuation. In *Self, ego, and identity* (pp. 211-225). Springer, New York, NY.

Mayangsari, P. (2017). An Analysis of Personality Disorder and Abnormal Sexual Behavior that Lead to Crime in Seduction in Death Novel by JD Robb. *LANTERN (Journal on English Language, Culture and Literature)*, 6(3).

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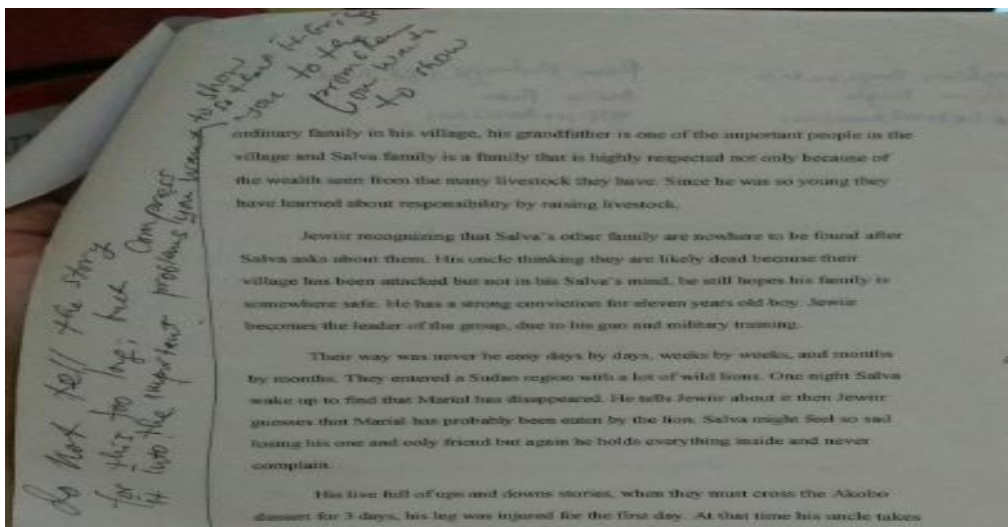
Paris, B. J. (1997). *Imagined human beings: A psychological approach to character and conflict in literature* (Vol. 9). NYU Press.

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an article - title of journal, it should not be in there!

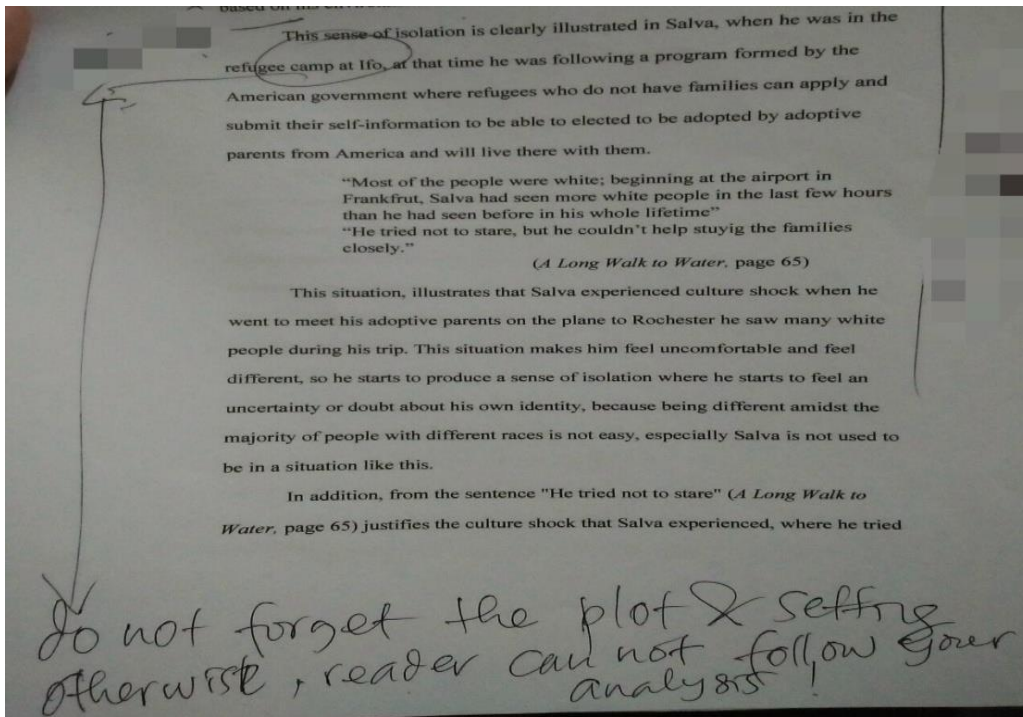
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Title of an article journal, it should not be in italic!</i>	Requesting

Data 14



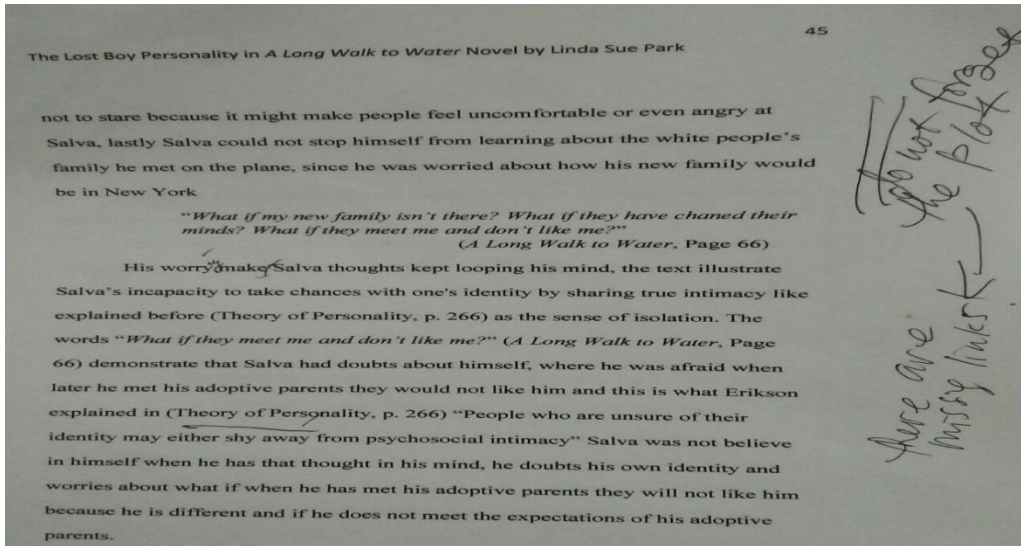
Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Do not tell the story for this too long but compress it into the important problem you want to show so that it brings you to the problem you want to show.</i>	Advising

Data 15



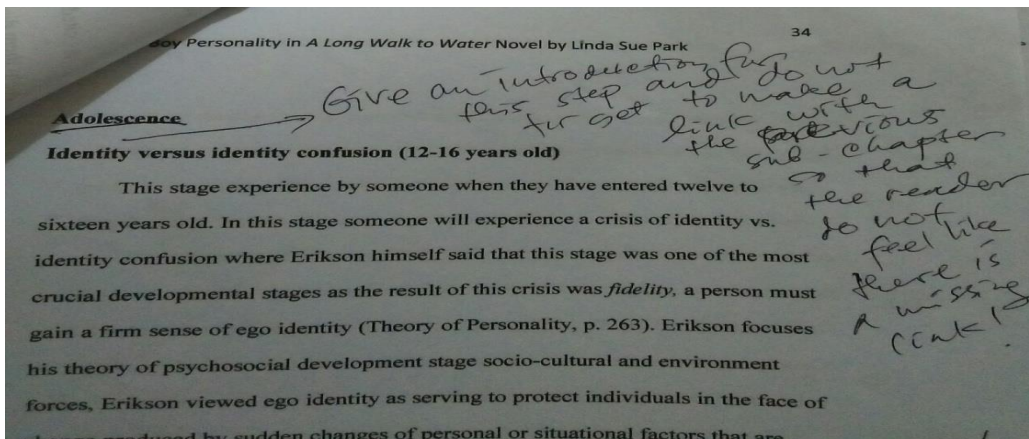
<p>Corrections that contains directive illocutionary act</p>	<p>Kinds of directive illocutionary act</p>
<p><i>Do not forget the plot and setting otherwise, reader can not follow your analysis!</i></p>	<p>Advising</p>

Data 16

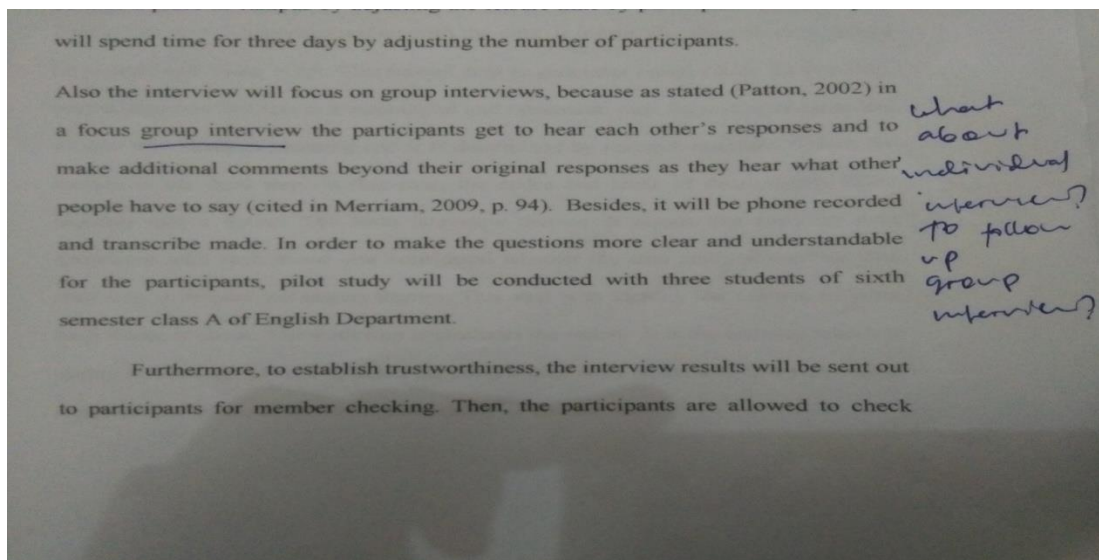


Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Do not forget the plot. There are missing links</i>	Advising

Data 17



Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
<i>Give an introduction for this step and do not forget to make a link with the previous sub. Chapter so that the reader do not feel like there is missing link!</i>	Advising

Data 18

Corrections that contains directive illocutionary act	Kinds of directive illocutionary act
- <i>What about individual interview to follow up group interview?</i>	Recommending

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- 2009 – 2012 SMP Negeri 1 Bolaang Uki
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- Participant of Students' Orientation held by BEM UNG, 2015.
- Participant of Computer and Network Training held by Pustikom UNG, 2015.
- Participant of National Seminar on language, art and culture at Ballroom TC Damhil UNG, 2015.

- **Participant of International Student's Conference 2016 held by Class of 2013.**
- **Participant of Poetry Out Loud by class of 2015 English Department UNG, 2016.**
- **Participant of Cross Cultural Understanding (World Cultural Concert) 2016 held by class of 2015 English Department UNG.**
- **Participant of Drama Performance by Class of 2015 English Department Students, UNG, 2017**
- **Participant of Muslim Scientific Ramadan Study Activities at Graha Mufidah, 2018.**
- **Participant of Table Manner Training by class B of English Department UNG, 2018.**
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