# PRAGMATIC ANALYSIS ON THE SUGGESTION

# UTTERANCES CONVEYED BY THE STUDENTS OF

# FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UMS

# IN THE SPEAKING CLASS



## PUBLICATION ARTICLE

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**PRAGMATIC ANALYSIS ON THE SUGGESTION UTTERANCES
CONVEYED BY THE STUDNETS FOURTH SEMESTER OF ENGLISH
DEPARTMENT OF UMS IN THE SPEAKING CLASS**

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Abstract

*The aim of this study is to describe the pragmalinguistic forms used in the suggestion and to describe the differences of strategies suggestions both by fourth semester female and male students of English Department Muhammadiyah University in the speaking class 2011. This study uses descriptive qualitative method. The data are the written text of suggestion utterances used in the speaking class 2011. The data of both pragmalinguistic forms were analyzed by Martinez-Flor and the differences of strategies suggestions were analyzed by Martinez-Flor. The technique of data collection are observation in the speaking class, recording the data of using DCT, interview of the data, classifying suggestion the DCT of English Department of UMS. The research finding showed that there are eight kinds of suggestion utterance: direct performative verb, direct noun of suggestion, conventionalized forms possibility/probability, conventionalized forms should, conventionalized forms conditional, indirect impersonal, hints, and certain modals and semi-modals used in the speaking class.*

**Keyword:** Pragmalinguistic forms, suggestion strategies, and speaking class in the English Department of UMS

## A. Background

Language is social act verbally where the speaker and hearer utter or act something to convey a message to be understood each other. One of the primary and essential acts is suggestion utterance, but every student sometime gives hers some of suggestion when she gets some of confuse and wrong in everywhere.

Suggestion is ideas, plan, etc that you mention for somebody to think that something especially something bad is true (Oxford: 2008). It implied message that is based on the interpretation of the language use and its context of communication. Suggestion is a common speech act which is frequently

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employed in her daily interactions. She receives suggestions from different people in different settings. They are also utilized in educational settings in which teachers try to provide students with necessary hints. Suggestions are realized differently in different cultures. Non-native speakers may not be aware of the different influence of direct or indirect suggestion samples and need to be cognizant of the delicacies of suggestion speech act.

## B. Literary Review

### 1. Pragmatics

#### a. The notion of Pragmatics

Yule (1996:3) said "pragmatics is concerned with the study of the meaning as communicated by a speaker (writer) and interpreted by a listened by a listener (or reader). Pragmatics is the study emphasize to the study speaker meaning. "This type of study necessarily involved interpretation of what people mean in a particular context and how the context influences what is Yule said (1996:3). It entails of a reflection of how speakers how what they want to say appropriately with who they are talking to. For that statement we can conclude that pragmatics is the study contextual meaning.

Trosborg (1995:6) said "pragmatics is also firmly rooted in other tradition and ethnology. This gives rise to a number of a ways of describing pragmatics, both as a theory in its one right, and as an attempt to differentiate it from other discipline". According to Levinson (1985:5), "pragmatics, in a traditional sense comprise "the study of language usage", to be distinguished from syntax, which is "the study of combinatorial properties of words and their part," and from semantics, which is "the study of meaning". Whereas, Leech in Trosborg (1995:6) redefines pragmatics for the purpose of linguistics as "the study of meaning in relation to speech situation", and he deals with "utterance meaning" rather than sentence meaning.

From the definition above, the writer concludes that pragmatics is the study emphasis of the meaning and use that are dependent to the speakers and the addresses (listener) of the context.

## a) Pragmalinguistics

Lehmann (1981:3), Pragmalinguistics is a book with an unfortunate history, which delayed its publication for a long time -- maybe for too long. It is not very useful for someone who expects concrete results applicable to the construction of a natural language system. But it may be of interest anyway, as it gives a different (often Marxist) perspective on linguistic phenomena that some may not have considered being linguistic phenomena at all.

Pragmalinguistic failure is defined as "a misunderstanding of the intended illocutionary, or pragmatic, force of an utterance" Homes & Brown (1987:526). Illocutionary force refers to what impact a verbal or written message has on the listener or reader. The illocutionary force is what the speaker wants the statement to convey to the listener. For example, "It is cold in here" is (in semantic terms), a statement about the physical condition of the speaker, but in illocutionary terms may be a request to the listener to close the window or turn on the heater (Richards, Platt, & Platt, 1999). Here is an example of pragmalinguistic failure:

A: You've lost a lot of weight. What have you been doing?

B: Thank you. I've started jogging regularly and it seems to work.

A: You shouldn't overdo it. You are looking quite thin. Homes & Brown (1987:526). Although B construed the comment as a compliment, it becomes apparent that A meant it as a declaration of concern. The basis for the misinterpretation in this context lies in a perceptual differentiation of appropriate topics for compliments.

Hence, in some cultures rapid weight loss may be a cause for concern, whereas in others it may be cause for celebration.

**b) Socio pragmatics**

According to the Researches for instructors, students, and researchers of Spanish Linguistics (2007:57), Socio pragmatics is (1) (Socio) pragmatics variation examines meaning in interaction and focuses on the negotiation of meaning between speaker and hearer, taking into account the context of utterance, and the meaning of what being said in socio interaction, (2) the approach taken here is one of intra-cultural variation, that is, a comparison of the interactional patterns generated by the one social group (e.g., Mexicans) in two or more situational contexts (e.g., refusing, requesting, apologizing, complimenting).

According to Study of the sociological aspects of language. Sociolinguists attempt to isolate the linguistic features used in particular situations that mark the various social relationships among the participants and the significant elements of the situation. Factors influencing the choice of sounds, grammatical elements, and vocabulary may include age, gender, education, ethnic identity, occupation, and peer-group identification.

**2. Speech Act**

**a) Definition of Speech Act**

The term speech act was coined by Austin (1962) and developed by Searle (1969). Austin defines speech acts as acts performed in saying something. Further, he identifies three distinct levels of action beyond the act of utterance. He distinguishes the act *of* saying something, what one does *in* saying it, and what one does *by* saying it, and dubs these a *locutionary,* an *illocutionary*, and a *perlocutionary* act. There are three kinds of acts, they are:

a) Locutionary act: the act of saying something; producing a series of sounds which mean something. This is the language aspect, which has been the concern of linguistics.

b) Illocutionary act: issuing of an utterance or the act performed when saying something. It includes acts of betting, premising, ordering, warning, etc. Thus, to say, "I promise to come" is to promise to come.

c) Perlocutionary act: the actual effect achieved 'by saying' on hearers. This is also generally known as the perlocutionary effect.

**b) There are seven kinds of speech acts**

According Kreidler (1998:93), speech acts differ in their purposes, whether they deal or potential facts, prospective, in the role of speaker or addressee in these facts, and of course in felicity conditions. They are Assertive Utterances, Performative Utterances, Verdictive utterances, Expressive Utterances, Directive Utterances, Commissive Utterances, and Phatic Utterances. They are:

a. Assertive utterances are function speakers and writers use language to tell what they know or believe; assertive language is concerned with facts. The purpose is to inform.

b. Performative utterances are speech acts that bring about the state of affairs. The verb include bet, declare, baptize, name, nominate, pronounce.

c. Verdictive utterances are speech acts in which the speaker makes an assessment or judgment about the acts of another, usually the addressee.

d. Expressive utterances are about utterance springs from the previous actins – or failure to act – of the speaker, or perhaps the result of those actions or failures.

e. Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. A directive utterance presupposes certain conditions in the addressee and in the context of situation.

f. Commissive utterances are speech acts that commit a speaker to a course of action. These include promises, pledges, threats and vows. Commissive verbs are illustrated by agree, ask, offer, refuse, swear, all with following infinitives. They are prospective and concerned with the speaker's commitment to future action.

g. Phatic utterances are to establish rapport between members of the same society. Phatic utterances includes greetings farewells, polite formulas such as "Thank you," "You're welcome," "Excuse me" when these are not really vindictive or expression.

3. **Directive Utterances**

Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. A directive utterance presupposes certain conditions in the addressee and in the context of situation.

4. **Suggestion**

a. **Notion of Suggestion**

Suggestion is ideas, plan, etc that you mention for somebody to think that something especially something bad is true (Oxford: 2008). It implied message that is based on the interpretation of the language use and its context of communication.

b. **Speech Act of Suggestion**

Suggestion is ideas, plan, etc that you mention for somebody to think that something especially something bad is true (Oxford: 2008).

It implied message that is based on the interpretation of the language use and its context of communication.

According to Searle (1964:377) speech act is practices linguistic analysis in the spirit of Austin, "careful elucidation of some of the concepts of ordinary language." Language is of interest not just because of its usefulness for solving philosophical puzzles but in and of itself. Like Austin, Searle believes that we cannot account for meaning in the absence of the context of a speech act. In Searle, sentences (types) do not express a proposition. Instead, tokens or sentences in a context, express propositions. Using Austin's framework, points out that there are many ways of describing or *carving up* the same speech act (physical act, act of reference, perlocutionary act, and illocutionary act). In looking at a single act there are many ways of describing it: "The speaker will characteristically have moved his jaw and tongue and made noises. He will have performed acts within the class which includes making statements, asking questions, issuing commands, giving reports, greeting and warning. The members of this last class are what Austin called **illocutionary acts** and it is with this class that I shall be concerned in this paper." For Searle the basic unit of language is the speech act or **illocutionary act**, the production of a token in the context of a speech act (not the word, the sentence type, or the theory). For a token to be an instance of communication, the audience must take it as being produced by a being with certain intentions (relevance of speaker intention, in contrast to Russell or Frege or logical positivism). Introduces and defines the notion of a **proposition** as the common content of various expressions such as:

➢ Will John leave the room?
➢ John will leave the room.
➢ John, leave the room.

Distinguishes between the notion of a **proposition** and that of an **assertion**: "An assertion is an illocutionary act, but a proposition is not an act at all, although the act of expressing a proposition is part of performing certain illocutionary acts" Argues for the main thesis that to perform an illocutionary act is to primarily to do (rather than to say) and to engage in rule governed behavior. Responds to Austin's call for a general theory of speech acts, producing a theory of speech acts in which speech acts are analyzed in terms of schemas. For example, a speaker S makes a promise (acts out a certain illocutionary act) if and only if (1) he utters an expression E where E is a device for promising and (2) the felicity conditions for promising obtain. To explain the notion of meaning, introduces the notion of semantically rules that govern the use of expressions and distinguishes two types: regulative and constitutive. "The hypothesis that lies behind the present paper is that the semantics of a language can be regarded as a series of systems of constitutive rules and that illocutionary acts are performed in accordance with these sets of constitutive rules." Intends to explicate the notion of an illocutionary act by (1) stating a set of necessary and sufficient conditions for the performance of a particular kind of illocutionary act, and (2) extracting from it a set of semantically rules of the use of the expression.

c. **A Theoretical Review of the Speech Act of Suggestion according of Martinez-Flor (2005)**

There are kinds of the speech act of suggestion according to Martinez-Flor (2005):

1) **Type 1: Direct**

   *Strategy 1:* Direct Performative Verb
   a) I suggest that you…..

   b) I advise you to…..

c) I recommend you…..

*Strategy 2:* **Direct Noun of Suggestion**

a) My suggestion would be…..

*Strategy 3***: Direct Imperative**

a) Trying using…

*Strategy 4:* **Direct Negative Imperative**

a) Don't try to….

2) **Type 2: Conventionalized Forms**

*Strategy 1:* Specific Formulae (Interrogative Forms)

a) Why don't you….?

b) How about….?

c) What about …..?

d) Have you thought about….?

*Strategy 2:* Possibility

a) You can….

b) You could….

c) You may….

d) You might….

*Strategy 3:* **Should**

a) You should……

*Strategy 4:* **Need**

a) You need to….

*Strategy 5:* **Conditional**

a) If I were you, I would………………

### 3) Type 3: Indirect

***Strategy 1:* Impersonal**

a) One thing (that you can do) would be…..

b) Here's one possibility….

c) There are a number of options that you….

d) It would be helpful if you…

e) It might be better to….

f) A good idea would be….

g) It would be nice if ….

***Strategy 2:* Hints**

a) I've heard that….

## C. Previous Study

There are some previous researches which are related to this research. The first is conducted by Vahid Mahmoudi Gahrouei (2013) with the research entitled *A Sociopragmatic Study of Speech Act of Suggestion in Persian EFL learners*. This research study aims at extracting and categories used in performing speed act of suggestion by Persian EFL learners. Its first objective is to see if Persian suggestions are formulaic in Pragmatics structure as in English suggestions are said to be (Holmes, 1990). The other issue worth paying attention in the study is the investigation of the effect of the values assigned to the two context-external variables of social distance and social dominance on the frequency of the suggestion intensifiers. To Discourse Completion Test (DCT). The research findings indicate that

Persian suggestions are as formulaic in Pragmatics structures. Also, the value assigned to the two context-external variables may be found to have significant effect on the frequency of the intensifier in different situations.

The second research is conducted by Reza Pishadam and Maryam Sharafadini (2011) with the research entitled *A Contrastive Study into the Realization of Suggestion Speech Act: Persian vs. English.* The research data was analyzed using percentage and Chi-square test. The study finding were compared with the previous research carried out by Jiang (2006) exploring natives' use of suggestion act in order to detect the similarities and variations in almost most of the suggestion types. Furthermore, gender proved to be a significant factor in the production of suggestion strategies. Finally, pedagogical implications were discussed in the context of second language learning.

The third research is conducted by Revista Alicantin (2005). The research entitled *A Theoretical Review of the Speech Act of Suggesting: Towards Taxonomy for its Use in FLT.* The aim of this paper is to present taxonomy of linguistic realization strategies concerning the speech act of suggesting. In this regard, we will first provide a definition of this particular speech act, outlining its main characteristics and differentiating it from other directive speech acts, such as requests. Second, we will review the research conducted on suggestions by examining studies from both the cross-cultural and interlanguage pragmatics fields. Third, we will present the taxonomy we have drawn up on the basis of two theoretical frameworks, namely those of

speech act and politeness theories, as well as findings from previous studies on this particular speech act. Finally, we will propose an example of a teaching approach in which this taxonomy could be implemented in order to develop learners' pragmatic competence when making suggestions.

The fourth research was conducted by Reza Pishghadam and Maryam Sharafadini (2011). The research entitled *Delving into Speech Act of Suggestion: A Case of Iranian EFL Learners.* This study intends to investigate how Iranian EFL learners utilize suggestion speech act. To this end, 150 Iranian English learners took part in this research and completed a DCT (Discourse Completion Task) consisting of 6 situations in which learners' suggestion act was explored. Percentage and Chi-square were employed to analyze the data. The findings were compared with those of Jiang (2006) in order to find out the similarities and differences between Persian and English suggestion strategies. The study results indicated discrepancy in three types of suggestion samples between natives and non-natives. Moreover, gender and language proficiency were found to play a significant role in the production of suggestion strategies. Finally, the results were discussed in the context of language learning and teaching.

In this study, the writer has similarities with the researcher study because all of the data are The similarity: the context of language learning and teaching, pragmatics structures of the suggestion and teaching approach a taxonomy of suggestion, meanwhile with the four previous study is about the study on the directive utterances in the speaking class that to analyze from the

data source as the studies of this research. In this research, the writer use the speaking class in English Department of UMS conveyed by the students 4th semester as the data source, because the writer has found many phenomena, such as declarative, interrogative, and imperative. Besides that, the writer can be found many the differences of pragmatics forms used the suggestion, the differences strategies of suggestion, and politeness strategies involved in suggestion.

## D. Research Method

This research is descriptive qualitative domain. A descriptive research is a research of which the data are in the form of written or oral words and descriptive analyzed. The type uses the kinds of the suggestions utterances in suggestion found in the speaking class and many kinds of the techniques of analyzing data according to Martinez-Flor (2005) and collecting data used the DCT.

## E. Finding and Discussion

### a) Pragmalinguistic Strategies

1. Equal – Close (DCT 1)

   **DCT 1:**

   You have a close friend. Today is the last day for hers/him pays the Administration Academic. But she/he doesn't get transfer the money from her/his parents. You want to give a suggestion to your close friend. What will you say?...................................................................

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### a. Direct Performative Verb Suggestion (DPVS)

The direct performative verb suggestion is use the words like, **"I suggest that you….., I advise you to….., I recommend that you…"**. This sub chapter discusses the direct performative verb strategies that were used by Martinez-Flor (2005). The analysis based on Martinez-Flor (2005) in the (DCT 1). The following are the examples:

(03.1/DPVS/E-C) <u>**I give suggestion**</u> you will to borrow you some money to pay the Academic Administration.

(04.1/DPVS/E-C) I think…. I suggest…<u>**I suggest about**</u>….about this problem, I'm sorry to hear that it's better for you with the money transfer your parents.

### b. Direct Noun of Suggestion (DNS)

The direct noun of suggestion is use the word like, **"My suggestion would be….."** This sub chapter discusses the direct noun of suggestion strategies that were used by Martinez-Flor (2005). The analysis based on Martinez-Flor (2005) in the (DCT 1). The following are example:

(15.1/DNS/E-C) <u>**In my suggestion**</u>; I will lent you some money and you can pay it in another time.

### c. Conventionalized Forms Possibility / Probability Suggestion (CFPosS)

The conventionalized forms possibility / probability suggestion is use the words like, **"You can…., you could…., you may…., you might…."** This sub chapter discusses the

conventionalized forms possibility / probability strategies that were

used by Martinez-Flor (2005). The analysis based on Martinez-Flor

(2005) is in the (DCT 1). The following are the examples:

(20.1/CFPosS/E-C) **You can** borrow my money at the first, if for
                  exactly and then if you can back to me later.
(17.1/CFPosS/E-C) **You can** borrow my money.

### d. Conventionalized Forms Should Suggestion (CFSS)

The conventionalized forms should suggestion is use the

words like, **"You should….."** This sub chapter discusses the

conventionalized forms should strategies that were used by

Martinez-Flor (2005). The analysis based on Martinez-Flor (2005)

is in the (DCT 1). The following are the examples:

(01.1/CFSS/E-C) **You should be** fee administration academic to
                give more time to pay I want to help you.
(02.1/CFSS/E-C)  You should....**You should be** asking to
                administration Academic to give more time to
                pay...to pay SPP and then or if it could..... If it
                can't, you can borrow your money with your
                friend.

### e. Conventionalized Forms Conditional Suggestion (CFCS)

The conventionalized forms conditional suggestion is use the

words like, **"If I were you, I would….."** This sub chapter

discusses the conventionalized forms conditional strategies that

were used by Martinez-Flor (2005). The analysis based on

Martinez-Flor (2005) is in the (DCT 1). The following are the

examples:

(23.1/CFFS/E-C) **If** you have a good things that to sell, seller you will get money and if you don't have something to sell may be you can take alone your friend, but if your friend can believe you, if you don't back their money early may be you cannot believe again, so I think you take first step….first step you take alone your friend to sell something to get money.

(31.1/CFFS/E-C) **If** your parent really cannot give you some money to pay this may be you can borrow your friend or another ya…. Just like that I'm sure that you'll get what you'll get.

**f. Indirect Impersonal Suggestion (InImpS)**

The indirect impersonal suggestion is use the words like, **"One thing (that you can do) would be…., here's one possibility:…, there are a number of options that you…, it would be helpful if you…, it might be better to…., a good idea would be…., it would be nice if…"**. This sub chapter discusses the conventionalized forms conditional strategies that were used by Martinez-Flor (2005). The analysis based on Martinez-Flor (2005) is in the (DCT 1). The following are the examples:

(20.1/InImpS/E-C) **It would be nice if** you can borrow my money at the first, if for exactly and then if you can back to me later.

(30.1/InImpS/EC) **There are a number of options that you** have no money to pay your Administration Academic but I can help you to borrow my money if you want and you can back that the money a…. a…. when you have a….money.

**g. Hints Suggestion (HS)**

The hints suggestion is use the words like, **"I've heard that…"**. This sub chapter discusses the hints strategies that were

used by Martinez-Flor (2005). The analysis based on Martinez-Flor (2005) is in the (DCT 1). The following are the example:

(21.1/HS/E-C) Septi…. **I hear that** you did not pay resave some money from your parents yet and I told last night that I can lent you some money for paying it.

**h. Certain Modals and Semi-Modals Suggestion (CMSMS)**

The certain modals and semi-modals suggestion is use the words like, **"You have to…., you need to…., you'd/had better…..** This sub chapter discusses the hints strategies that were used by Martinez-Flor (2005). The analysis based on Martinez-Flor (2005) is in the (DCT 1). The following are the examples:

(16.1/CMSMS/E-C) **You'd** better for you do wait the transfer for your parents because actually I want to help you, but I don't have money too.

(25.1/CMSMS/E-C) **You have to** borrow my money first and after you get the money your father or your parents you may give the money to me but before you get the money for your father or your parents you can borrow or you can use my money.

**The chart 1 Equal – Close (DCT 1)**
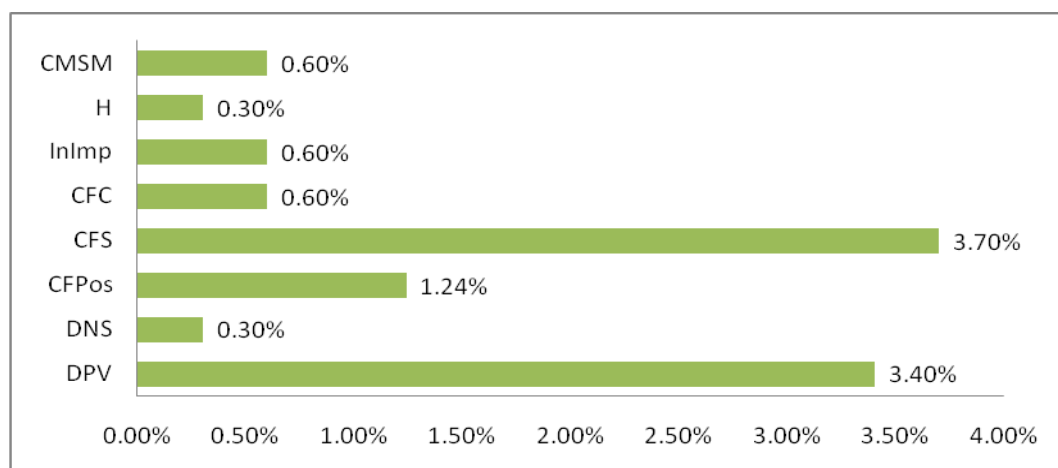
The chart 1 shows that students used eight strategies of suggestion as purposed by Martinez – Flor. The conventional forms should strategies was used the most often frequency (3.70%), the direct performative verb strategy (3.40%) is more often frequency than the conventional forms possibility strategies (1.24%), but the conventional forms conditional strategies, the indirect impersonal strategies, certain modals and semi-modals strategies are the same frequency (0.60%). The least often are direct noun of suggestion strategies and hints strategies (0.30%). The direct imperative strategies, direct negative imperative strategies, conventional forms specifics forms (interrogative forms) strategies and conventional forms need strategies are not found in equal - close DCT 1 Martinez - Flor.

**b) The Differences of Suggestion Strategies based on Gender**

1. **EQUAL – CLOSE**

To respond the scenario of DCT 1, the female participants tended to use the following suggestion strategies: Direct performative verb, Conventionalized forms possibility/probability, conventionalized forms should, Conventionalized forms conditional, Indirect imperative, Hints, and certain modals and semi-modal. The following are the examples:

(06.1/DPVS/E-C/F) **I have a suggestion** to you; you must be patient because I am not read child so I could not lent him/her some money.

(27.1/CFPosS/E-C/F) **You may** go to administration or you come also work part time to get money to pay your SPP.

(07.1/CFSS/E-C/F) **You should** call your parents and send the money.

(36.1/CFCS/E-C/F) **If you** let give a suggestion, I will lent you money and you can back it in another time.

(30.1/InImpS/E-C/F) **There are a number of options that you** have no money to pay your Administration Academic but I can help you to borrow my money if you want and you can back that the money a…. a…. when you have a….money.

(21.1/HS/E-C/F) Septi…. **I hear that** you did not pay resave some money from your parents yet and I told last night that I can lent you some money for paying it.

(16.1/CMSMS/E-C/F) **You'd** better for you do wait the transfer for your parents because actually I want to help you, but I don't have money too.

The Male participants used more or less the same strategies of suggestion including: Direct performative verb, direct noun suggestion, Conventionalized forms possibility/probability, Conventionalized forms should, Conventionalized forms conditional, indirect imperative, hints, and certain modals and semi-modals. The following are the examples:

(03.1/DPVS/EC/M) **I give suggestion** you will to borrow you some money to pay the Academic Administration.

(15.1/DNSS/EC/M) **In my suggestion**; I will lent you some money and you can pay it in another time.

(17.1/CFPosS/EC/M) **You can** borrow my money.

(01.1/CFSS/EC/M) **You should be** fee administration academic to give more time to pay I want to help you.

(23.1/CFCS/EC/M) **If you** have a good things that to sell, seller you will get money and if you don't have something to sell may be you can take alone your friend, but if your friend can believe \you, if you don't back their money early may be you cannot believe again, so I think you take first step….first step you take alone your friend to sell something to get money.

(20.1/InImpS/EC/M) **It would be nice if** you can borrow my money at the first, if for exactly and then if you can back to me later.

(25.1/CMSMS/EC/M) **You have to** borrow my money first and after you get the money your father or your parents you may give the money to me but before you get the money

for your father or your parents you can borrow or you can use my money.
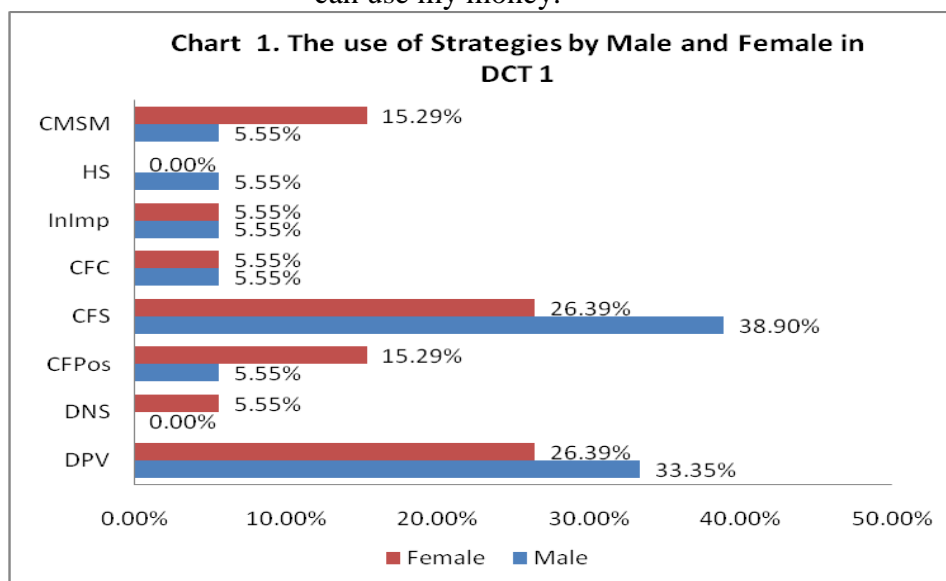


Chart 1 shows that CFS was used the highest among the eight strategies and male group used this strategy more often than did female group. The second highest is DPV in which male used it more often than did female. CMSM and CFPos were used very similar in which the female used them more often than did the male. The other strategies such as CFC and InImp were used more or less the same, except DNS used only male and HS was used only male.

c) **The Findings**

Based on the analysis of the suggestion strategies above, in conventionalized forms should that is used by the students of fourth semester of English Department of UMS, the writer found some research finding; the students of semester fourth English Department of UMS in the scenario 1 used eight strategies of suggestion as purposed by Martinez – Flor. The CFS strategies was used the most often frequency (3.70%), the DPV strategy (3.40%) is more often frequency than the CFPos strategies (1.24%), but the CFC strategies, the InImp

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strategies, CMSM strategies are the same frequency (0.60%). The least often are DNS strategies and H strategies (0.30%). The DImp strategies, DNegImp strategies, CFSpe (interrogative forms) strategies and CFN strategies are not found in equal - close of Martinez - Flor. Regarding to the of suggestion based on gender differences, that CFS was used the highest among the eight strategies and male group used this strategy more often than did female group. The second highest is DPV in which male used it more often than did female. CMSM and CFPos were used very similar in which the female used them more often than did the male. The other strategies such as CFC and InImp were used more or less the same, except DNS used only male and HS was used only male.

## F. Discussion

There were several strategies used by the participants in suggestion. The strategies also depending on the pragmalinguistics forms used the suggestion and the differences of the strategies suggestions used by the male and female by the students 4th semester of Muhammadiyah University. There were strategies which are base on the Martinez-Flor (2005) theory such as conventionalized form should was the highest percentages than the other strategies. But, the writer also found the smallest strategies such hints. Besides that, the writer also found the differences in frequency between male/ female suggestion in the used of suggestion strategies. It was also shown in the Martinez-Flor (2005) entitle *A Theoretical Review of the Speech Act of Suggesting toward a Taxonomy for its Use in it FLT* that the learners to present a taxonomy of linguistics realization strategies concerning the speech act of the suggestion.

The results of this study indicated that the majority of suggestions were in the form of *conventionalized* forms should strategies. It occurred because the participants likely familiar the other suggestion strategies. Other strategies were due to type that the students of fourth semester in Muhammadiyah University of Surakarta usually used the conventionalized forms possibility/probability. In close-equal relation, participants mostly used the conventionalized forms should strategies to suggestion interlocutor of an equal status. The conventionalized forms should was one of Martinez-Flor suggestion strategies. The same thing also occurred in close-equal, low-unfamiliar, high-close, high-familiar, and high-unfamiliar relations. However, these phenomenon did not occur in equal-familiar, equal-unfamiliar, low-close, low-close, and low-familiar relation. In this relation, the conventionalized should mostly take place as the conventionalized forms strategies. The result supported Martinez-Flor (2005) suggestion theory.

Martinez-Flor said *that* "the learners to present taxonomy of linguistics realization strategies concerning the speech act of the suggestion."

This research *found* different types of strategies; Direct Performative Verb, Direct Noun of Suggestion, Conventionalized Forms Possibility/Probability, Conventionalized Forms Should, Conventionalized Forms Conditional, Indirect Imperative, Indirect Hints, and Certain Modals and Semi-Modals.

The result of this study indicated that the majority of suggestions are in the conventionalized forms should strategies. It happened because the participants familiar better than the other strategies.

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