

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

This chapter comprises three aspect; conclusion, implication and suggestion.

#### **A. Conclusion**

The researcher draws conclusion between refusal strategies in English made by ILE and TLE as follows:

##### **1. Refusal to request made by ILE and TLE**

Based on the research finding, the researcher concluded that TLE tended to be direct than ILE in declining request to equal status. TLE tended to use ‘inability’ while ILE tended to use ‘excuse’. In declining request to lower and higher status, ILE tended to be direct than TLE. Although ILE used inability, there is no intention to insult the interlocutor. On the other hand, TLE tended to be indirect by employing excuses. These excuses were more specific and longer in declining to higher status, but became shorter in equal status.

##### **2. Refusal to suggestion made by ILE and TLE**

All in all the data showed that ILE tended to be more direct in declining suggestion. In higher status they tended to use unwillingness that added the most spesific and longest excuses. In equal, ILE tended to use unwillingness that is tied with gratitude. While in lower status, ILE commonly employed direct ‘no’. By contrast, TLE tended to be indirect by employing ‘excuse’. TLE produced ‘gratitude’ and gave more specific information such as give the date and causes in declining suggestion.

However, in declining suggestion to lower status, the respondents of TLE mostly did not employ gratitude such as when declining suggestions to equal status or apology when declining suggestion to higher status.

### **3. Politeness Strategies made by ILE and TLE**

All in all the data showed that ILE was more polite than TLE. Most of ILE tended to be polite to the interlocutor as the higher, equal, even to the lower status. Moreover, more than a half of data from ILE and TLE used combination strategies. Combination strategy means the respondents used more than one strategy in their utterances. In ILE data, most of them used combination that consist of apology, give deference and reason to decline interlocutor who higher status. In equal ILE employed apology, excuse, gratitude. While in lower ILE tended to use apology and excuse. By contrast, in most of DCT scenarios, TLE used combinations that consist of apology and hint.

### **B. Pedagogical implication**

The writer expects that this research will give information, especially for ILE and TLE learner, and the teacher. This paper is hopefully able to be a guidance and consideration for ILE and TLE learner. They will have a reference how to study English correctly through understanding pragmatic competence when they refuse a request and suggestion. This research can help them to understand that every culture has different style communication. So that, they can adapt and use proper utterances when they want to communicate with new addressee.

For English teachers especially who teach pragmatics, they will have the appropriate examples of interlanguage pragmatic of refusal conducted by English foreign learner especially from Indonesia and Thailand. Face need may change from one place to the other make the teacher have to motivate the students to improve pragmatic competence. So the students can produce utterances not only grammatically correct but also can use language properly.

### C. Suggestion

Based on the result in the present study, the writer would like to provide some suggestions to the English learners, the English teachers, and the other researchers as follows:

#### 1. Learner

Based on the finding, it is known that there are the differences between refusal and politeness strategies made by ILE and TLE. The face need may change from one place to other, pragmatic failures may lead to the stereotype. The writer expects the English learner should try to practice and improve their English competence. So that it can help them to express their feeling properly. Sometimes, the learners exactly understand how to behave or how to give feedback. Unfortunately, they find difficulty to produce utterances in English. So they tended to use short answer or feedback and it could lead to misunderstanding.

## **2. Teacher**

The teacher can help the students to improve student's pragmatic competence by giving authentic materials. Authentic materials mean the teacher bring the world to the class and bring the class to the world. It is better if the teacher collaborate with native speaker. This method can help the students to be closer with English.

## **3. Researcher**

The terms refusal and politeness strategies are exciting to be the research topic. However, the writer realized this paper is not perfect. Refusal and politeness strategies also have wide information and materials such as semantic formula that uncover deeply in this research. Also, other researcher may develop this thesis by adding native speaker and speaker who speak English as second language. There are many shortages on this reserach. So, The writer hopes that there will be a researcher who takes that term better than this research.