

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

In this section, the researcher wants to discuss the conclusion, pedagogical implication, and suggestion.

A. Conclusion

This study presents the following conclusions to solve the problems mentioned in the preceding sub-chapters.

1. The Strategies of Request

The researcher discovers strategies of request in EXO's YouTube Comments. This study found eight strategies according to Trosborg's (1995) theory including hints, ability/willingness, suggestory formulae, wishes, need and demand, statements of obligations, performatives, and imperatives. It can be concluded that this study is prevalent with the theory used and many strategies of request with various variations are found. The most frequently used strategy in this research is need and demand with a percentage of 32.99% and the most least used strategy is performative with a percentage of 1,04%. This shows that most of the viewers feel a connection with creators and make straightforward requests as a way to have more personal interactions.

2. The Function of Request

The researcher also assesses the functions of requests. The researcher identified four functions for making requests: to obtain goods or services, to obtain assistance or cooperation, to express gratitude, and to express solidarity or camaraderie. In conclusion, this study extensively applies the utilized theory and uncovers numerous request functions with diverse variations. The most frequently used function in this research is to express gratitude with a percentage of 40,21% and the most least used function is to express solidarity or camaraderie with a percentage of 1,1%. In this case, it can be concluded that the function of expressing gratitude in YouTube comments is a way for YouTube users to convey their requests in a respectful, appreciative and positive way, thereby increasing the likelihood that their requests will be recognized and fulfilled by content creators.

Based on this study's findings, implications can be drawn from the results of this study. By thoroughly comprehending request strategies and the functions of requests, this research brings

valuable insights to education. Its findings offer practical knowledge that can effectively enhance communication and interpersonal abilities within educational environments.

B. Pedagogical Implication

Based on the findings of this study, the use of requests helps learn English because of various variables that definitely benefit both students and teachers. Even so, several implications can be drawn from the results of this study, including; (1) the use of requests in learning English cannot be avoided because of various variables, one of which is a person's needs. Request strategies help learners to communicate effectively in English by teaching them how to make requests and gain compliance. This is important in both personal and professional contexts, and (2) the use of requests can be used to improve learners' language proficiency. By learning English, learners know how to use request strategies and their functions effectively. The function of making a request is then closely related to the context in which it is made to seem polite. Therefore, when someone requests something, it is necessary to know the intent and purpose so that there are no misunderstandings when communicating.

C. Suggestion

The researcher makes the following suggestions in light of the study's findings:

1) To the Future Researchers

This research is limited to the types of request strategies based on Trosborg's (1995) theory, namely procedural questions, convergent questions, and divergent questions. At the same time, the request functions are based on Brown & Levinson (1987). Therefore, the researcher suggests that future researchers conduct research with a broader, more interesting, and varied focus and subject. Furthermore, future studies on using request strategies in English learning should increase the variety of data sources (movies, textbooks, etc.) to broaden the scope of the data obtained. In addition, research should emphasize more apparent pedagogical implications to increase usage requests. In addition, researchers can also conduct more profound research on the request function because there are no journals that specifically describe the request function.

2) To the English Teachers or Lectures

Based on the findings of this research, the researcher hopes that the use of strategies and functions of request must be included in the teaching process to develop better communication

by English teachers or lecturers, especially speaking skills. Because by knowing how to use requests correctly and adequately, students can expand their speaking skills. So, using requests is essential for communication in class to develop students' speaking skills.