

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section presents the conclusions based on findings and discussions in the previous chapter. Meanwhile, the second section puts forward the suggestions for further studies.

5.1 Conclusion

The main objective of the present study is expressions of dislike in *Bring It On* movie that are uttered by the main speaker. The present study aims to discover what categories of speech acts the utterances are included into. It is Searle's theory of Speech Act categorization that is employed in this present study, i.e. Representatives, Directives, Expressives, Commissive, and Declaratives. This study also aims to examine the role of the context of situations toward the production of expressions of dislike. To examine it, Hymes' mnemonic SPEAKING is applied, i.e. Scene and Setting, Participants, Ends, Act Sequence, Key, Instruments, Norms of interaction and interpretation, and Genre.

The study finds 50 expressions: Representatives occur 23 times; Expressives appear 16 times; Directives gets 8 times of appearances; Commissive appear 2 times; and Declaration appears once. That

Representatives appear as the dominant speech acts may imply that the utterances fit the reality. This can be an indication of the speaker expressing her feelings of dislike mostly based on what she believed to be true.

It is also found that the contexts of situation play significant roles in the production of those utterances. They can be applied in recognizing what, where, when, why, and how the feelings of dislike are expressed. In other word, the produced utterances tend to determined by the context of situation surrounding them. A swearword cannot even be regarded as expressions of dislike if the context of situation does not support it, for example when someone tries to make a joke to his pals.

The conclusion can be drawn regarding to the culture of the time of movie making. This movie was made at 21st century in which people have been familiar with the idea of freedom. The freedom can be seen in this movie through verbal actions. The main character is very free to express her dislike to anyone she wanted. However, she still holds on norms in doing it. The movie also delivers a message that teenagers should also have sense of appreciation, especially to the older people. It can be seen as a good example of young western people. In addition, this study also proves that Speech Act theory can be adopted to reveal the meaning of the expressions in the movie dialogues.

5.2 Suggestions

This study can be considered relatively simple. It is because this employs only a few theories as the tools, i.e. Speech Act categorization by Searle, and the mnemonic SPEAKING by Hymes. Besides, it employs only a film script as the data. Moreover, it does not provide the comparison with other studies on Speech Acts with movie scripts as the objects. Thus, some suggestions are recommended for further study.

First, further study may also use more theories to analyze the data. The Speech Act categorization by Allan (1991) can be a choice. Additionally, the study may add more films as the data to make it more comprehensive. To do the more general study, it can employ other films from various genres, e.g. action, comedy, tragedy. However, if the more specific study is chosen, the other teen films can be good data. This can be more interesting if more characters' expressions are analyzed, with the analyses of more elements such as gesture, politeness, etc. Beside, to examine other expressions (love, objection, acceptance, etc) can enrich the findings of further study. It may also be better if the further study provide other Speech Acts studies on movie scripts as the comparison.

It is hoped that further study will give a brighter view about Speech Act that is employed in film scripts. By enlarging the data and analyzing tools, it is expected that the study will be more representative. To conclude, Speech Act is very valuable in discovering the meaning of utterances.