CHAPTER V
CONCLUSION AND SUGGESTIONS

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This chapter presents the summary, which is the resume of the main points that have been discussed in the previous chapters and some suggestions that might be useful for the people who deal with discourse analysis, especially the ones who are doing some research on swear words.

5.1 Summary

This study examines the use of swear words by third grade students of SLTPK. St. Stanislaus I, Surabaya in having conversation. This study tries to describe the forms and functions in using swear words. This question is answered based on the theories of discourse analysis covering speech acts, style of speech, power and solidarity, taboo words, and swear words.

To sum up the writer may say that since language is a means of communication among the people of a society, one needs to understand the pattern of communication since one speaks differently in different social context. And one way to understand the pattern of the communication is by analysing speech acts. In speech acts, language is seen as three parts: locution, illocution, and perlocution.

In this study, the writer takes the definitions of the three elements of speech acts from John Austin (1976). According to him, locutionary acts are the physical acts of producing utterances or the production of utterances or the acts

themselves. The second element of speech acts illocutionary acts. They are the acts, which are committed by producing utterances; by uttering a promise, a promise is made; by uttering a threat, a threat is made. In other word, it is the function of the utterance. And the last is perlocutionary acts. They are the production of effects through locution and illocution or the effects on the receiver.

To gain the data needed for her study, the writer uses a tape recorder and a diary. By using these instruments, the writer has marked down five conversations recorded in real conversations. The gained data then are transcribed the analysis was performed to find out the forms and functions.

As a result the writer finds out the general profile of the forms and functions of the swear words spoken by third grade students of SLTPK. St. Stanislaus I, Surabaya. In general, there are 5 (five) swear words that are mostly uttered. The swear words are usually used to maintain relationship, show surprised, disappointment, disagreement, and anger.

The other swear words are less frequently uttered such as: **jangkrik, asu, nggatheli, diamput, setan** are used to express their emotion when they are angry, disappointed, surprised, and other.

5.2 Suggestion

The writer indeed realizes that her study is far from perfect. There are likely several shortcomings in terms. In this study, she suggests other researchers who want to make a research especially dealing with swear word; they can add the factors why the subjects utter swear word and to make it deeper, the researchers

interview the subjects. However, the other researchers may want to make a research with other subjects such as: the use of swear words among junior high school students in Surabaya or may be in Widya Mandala University.

The next suggestion goes to the teachers in high school. They are supposed to understand about the swear words. By understanding the swear words, the teachers can avoid misunderstanding with their students. Because swear words is not only about "dirty" words, but it has hidden meanings. They should not have a negative thinking about swear words, because students in high school usually use swear words to maintain their relationship with their friends. By using swear words, the students feel that their conversation can go intimately. Besides that, swear words also have other meaning, which is used to express their emotion.

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