CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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In this chapter, the writer concluded this study and offered suggestions for the application of this study.

5.1   Conclusions

After analyzing the data, the writer concluded that topic-shift obviously occurred on ANTV 'Halo Indonesia' Dialogue. The topic-shift were done both by the interviewer and interviewee. However, based on data analysis, the interviewer did topic-shift more frequently than the interviewee did.

The writer concluded that the first theme was classified as *BEING* category which consisted of six topics, which were also classified as *BEING* category. By considering this, the writer concluded that the contents of Theme 1 were about abstract things that cannot be perceived by human senses but their existence cannot be denied. While the second theme was classified as *HUMAN* category. It consisted of six topics which were classified as *BEING* category.

In shifting the topics, the participants utilized lexical topic-shift lexical markers. The lexical topic-shift markers used by the participants were *baiklah (well), tapi (but), jadi (so), kemudian (then), ya ... (well...), kira-kira ...? (do you think ... ?), atau (or),* and *sepanjang yang anda ketahui (as for as you know)*. The writer noted that each lexical topic-shift marker was utilized based on

each function. The markers that the participants used in shifting the topics helped the writer in determining the topics occurred under each theme.
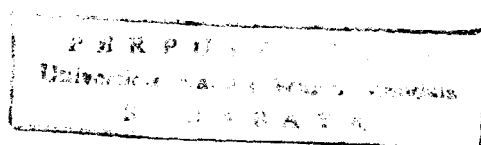
All in all, the writer found out that the participants had reasons why they shifted the topic. They did not shift the topics without any purposes. The writer classified the reasons why the participants shift their topics based on the theory of reason introduced by Inman and Gardner (1967:280-281). The participants had justification, cause and effect, sign and effect, knowledge, value reasons.

5.2 Suggestions

Based on the findings and discussions in Chapter IV, the writer wanted to offer some suggestions. The writer expected that the suggestions given would be useful for the readers.

First, in relation to the teaching and learning of discourse, the writer suggested that students be given general knowledge of discourse such as the theories mentioned in Chapter II, so that the next students who want to analyze topic-shift markers do not get difficulty.

Second, the writer suggested the students of English Department of Widya Mandala encourage themselves to learn about topic-shift in conversational discourse, since learning about topic-shift in conversational discourse is very necessary for their daily communication. By knowing this matter, the students of English Department of Widya Mandala will be able to direct or follow a conversation of other conversational discourse well.

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