

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter will conclude the finding of this study and gives some recommendation to other writers who want to do the research in the same subject. Also, for the application in English Language Teaching.

5.1 Conclusion

Euphemism as an expression to avoid offensive thing will always be found in everyday life. In English Language Teaching, it is usually used by teacher or lecturer to mild their utterances in order to protect the student's feeling. Euphemism found in English Language Education which used in English Language Teaching is classified into form and functions. From four form of euphemism based on Warren's model, there is only one form of euphemism found in English Language Teaching that is semantic innovations and it is divided into some categories: (1) particularization, for example, "*The hidden meaning,*" (2) implication, for example, "*You cannot just do the argument but how, what is the solution to make or to make us sure that your arguments there, are strong enough for that,*" (3) reversal (irony), for example, "*No class,*" (4) understatement, for example, "*It's very easy,*" and (5) overstatement, for example, "*You are beautiful when you speak in English and you are handsome when you speak in English.*"

There are some factors why the euphemisms found in English Language Teaching at English Language Education only semantic innovation. First, the writer focuses on the utterances delivered by the lecturer as the speaker and the form of euphemism based on Warren's model which can analyze euphemism in utterances is only semantic innovation. Second, lecturers usually do not make their explanation shorter, they will make it longer as long as the students can understand it. That is why euphemism in form of phrases cannot be found.

Also, refers to the function of euphemism, according to Burrige (2012), the writer found only five from six function of euphemism, that are: the protective euphemism, the underhand euphemism, the uplifting euphemism, the provocative euphemism, and the ludic euphemism. These five function are suitable with the

context, education. First, as the educator, lecturer should protect students' feeling in order to make them learn with joyful feeling and can reach the goal of education itself. Second, it is a must for educator to motivate their students to have a willingness in learning something. Students' motivation should be increased by giving words that can lift them up. Also, a serious situation in classroom can lead the students to the bored feeling. A humour is needed in classroom to make the students enjoy the class without feel under pressure. That is why there are only five functions of euphemisms that can be discovered in English Language Education because those functions are usually used by the lecturers.

In education, the educator is not allowed to deliver a harm word or phrase that will decrease the student's self confidence and motivation. Educator should create the inspiring and encouraging word for student (Pan, 2013). Besides, influence those two aspects, it also affect the relationship between lecturer and student. In order to avoid the insulting things, euphemism is a good instrument to be used by both lecturer and students to create a harmonious relationship. In conclusion, to keep a great communication with others and sustain good harmony, it is advisable to use euphemism instead of directly state the unpleasant words or expression. To sum up, euphemism is useful to avoid losing face, deflect offensive things and unpleasant content.

5.2 Recommendation

The result of research finding does not state that it has determined all of the euphemism used in English Language Teaching at English Language Education. However, this research is still far away from the complete and perfect. The writer herself hopes that this research could give a contribution to the next writer who want to take the subject and develop the research on euphemism.

First, it is expected that the next writer could develop the euphemism used by student and lecturer as well as student and student. Then the whole aspects in English Language Teaching can be discovered. Second, it is hopes that this research can increase the usage of euphemism both for lecturers and students to produce a harmonious relationship.