

BAB V

CONCLUSSION AND SUGGESTION

This chapter explained about conclusion from finding and discussion in chapter IV and suggestion

5.1. Conclusion

Having analyzed the data, the writer found 32 conversational implicature and 56 cooperative principles that appear from the utterances in the conversation part of *Pathway To English*. Findings of this study reveal that the cooperative principles which conclude maxim of quantity, quality, relation, and manner are produced almost as many by the participants in the conversation.

From the result of the analysis the researcher can draw several significance conclusions. The writer finds through the analysis of frequency in *Pathway To English* textbook that there are 32 conversational implicature. The frequency of each types of implicature 11 or 34 % included into generalized conversational implicatures, 15 or 47 % included into particularized conversational implicatures, 6 or 19 % included into scalar implicature.

Meanwhile, there are 56 cooperative principles. The frequency of each type of cooperative principles 14 (25%) included maxim of quantity, 16 % for maxim of quality, 13 % for maxim of relation and maxim of manner is 4 %. Besides, flouting maxims are also found in the data. Those are 30 % flouting

maxim of quantity, flouting maxim of quality (2%), flouting maxim of relation (8 %), and flouting maxim of manner (2%).

Based on the frequency of implicature and cooperative principles, the researcher concludes that cooperative principles is mostly found in the conversation of *Pathway To English* with 56 utterances or 64 %. In this case, cooperative principle regulates how to conduct a proper and effective communication. the utterances in the texts are normally cooperating although the utterances still implied something. By observing and following the maxims of cooperative principle, the texts try to show how to conversete well and create effective communication.

5.2. Suggestion

1. To students

The students should pay much attention to the concept of pragmatics, especially in conversational implicature in order to make them realize the meanings of the utterances whether in daily conversation or in understanding their coursebook in the school. By understanding the concept they can avoid misunderstanding or misinterpretation.

2. To English teachers

The teachers should give more knowledge of conversational implicature and cooperative principles or pragmatics in general to the students so they can understand about what people's intended meanings, their assumptions, their purposes, or goals and kinds of action that they are performing when they speak.

3. To other researcher

The researcher realizes that there are many problems appearing in this research that can be studied further. Other researchers may use this book as object of the study but they can choose other fields of pragmatics such as speech act or in the politeness strategy in the textbook.

