CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1.   Conclusion

The present study found that the flouting maxims are encountered in 41 out of 119 conversation strings. With a total frequency of 50, the flouting maxims encountered are the four maxims; quantity, quality, relevance, and manner. The flouting maxim of quantity has the biggest number of frequency, followed by maxim of relevance, manner, and quality. It indicates that the students, in some ways, fail to provide sufficient, true, relevant, and clear information while having a conversation in *WA* chat. The students flouted maxim of quantity by giving less and more information. When giving less information, they did it because there is more important point to be discussed so they tend to neglect or didn't respond the utterance. They provide more information when they are saying that more important point. It is done to give a clearer understanding to the interlocutor. In flouting maxim of quality, the students gave information with lack adequate evidence and created joke and metaphor. The students gave lack adequate information because they were unsure about what they said. The students created joke for living up the situation and used metaphor to refer bad people. The flouting maxim of relevance used by students by suddenly changing the subject of conversation. They did this when they wanted to conceal something or talked about something which is more important than the previous topic. Lastly, the flouting of manner was encountered when students gave unclear and ambiguous utterance. They did it because they got difficulty in expressing their idea.

Both types of conversational implicature are observed in this study. Of 41 utterances, 24 (59%) utterances belong to PCI and 17 (41%) utterance belong to CGI. The PCI is dominantly encountered because the students commonly are derivable in a specific context. They mostly talked about the previous event which needs the prior knowledge. It is used for confirming and clarifying an information about a course and job as well as giving a reference to a certain term. While the CGI is used without any reference to a special context. They used it for once there is a new topic for giving a reason, suggestion and rejection.

The conversational maxim is in line with pragmatic competence. Pragmatic competence is the ability to create an effective communication and understand each other's utterance clearly and Grice's maxim is one way to give the appropriate contribution to show the cooperative conversation. Therefore, the greater the use of Grice's maxim, the better the pragmatic competence is. This study found that the students flouted the maxim in 34% of the conversations. It indicates that the mastery level of their pragmatic competence is in moderate level, considering these three categories. Firstly, they are able to distinguish either formal or informal register. Secondly, they have a native-like competence with the right grammatical structure. Lastly, they are able to use cultural references in appropriate way.

5.2. Suggestions

Based on the results of the study, the researcher gives suggestions in several aspects based as follows;

- Since this study finds out ELESP students' pragmatic competence, the researcher suggests the ELESP students to improve their competence

considering that being an English teacher requires the ability to communicate effectively in class. As a prospective English teachers, the ELESP students should master the pragmatic competence well. For this reason, they need to increase their pragmatic awareness first.

- The English Language Education Study Programme is suggested to strengthen the students' pragmatic competence by deepening the pragmatics learning through pragmatics subject. Most importantly, the development of pragmatic competence should be integrated in the teaching process when the lecturers interact with the students since it is part of the education.

- Since this study only focus on flouting maxim, the further researchers are expected to do an investigation of opting out maxim, violating maxim, infringing maxim, and suspending maxim.

- This study analyzed the students' *WA* chat which data is in the form of online communication which is clumsy and spontaneous. The further studies are suggested to conduct a research of pragmatic competence in face-to face communication, for example a classroom interaction because the direct conversation will be more various .

- This study didn't focus on a particular context of conversation and interlocutor. Therefore, further studies are also suggested to analyze more specific context and interlocutor in order to make more detail analysis.

- Lastly, considering pragmatic is a fairly broad are, it is difficult to assess the entirety of students' pragmatic competence. That's why this study only focus on the reflection of pragmatic competence. Therefore, the next study is expected to use various pragmatic test like DCT and role play.