CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter, there are two main parts. First, the conclusion contains the summary of the research finding about the kinds of implicature, the type of conversational implicature and the type of conventional implicature. Then in the second part, some suggestions contain scientific and further research that can be discussed by other researchers.

5.1 Conclusion

In this part, the researcher tries to conclude what has been analyzed using Grice's theory of implicature through the utterances between Huck Finn and Jim in *"The Adventure of Huckleberry Finn"*.

Based on the research findings, the utterances spoken by Huck Finn and Jim contain two kinds of implicature they are, conventional implicature (there are 46 pairs of utterances) and conversational implicature (there are 21 pairs of utterances). The utterances spoken by Huck Finn and Jim are classified as conventional implicature when it is fulfilled some characteristic properties of conventional implicature. First, the meaning of utterance is directly stated to the linguistic content. Second, conventional implicature will be non-cancelable because they do not rely on defeasible assumptions about the nature of the context. Third, conventional implicature will be detachable because they depend

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on particular linguistic item used. Fourth, conventional implicature will not be calculated using pragmatic principles and contextual knowledge.

Moreover, the utterances spoken by Huck Finn and Jin are classified as conversational implicature when it is fulfilled some characteristic properties of it. First, the meaning of utterance is indirectly stated to the linguistic content. Second, conversational implicature can be denied without self-contradiction or cancelable. It is possible to cancel an inference by adding some additional information. The most important is implicature can just disappear when it is clear from the context of utterance that such an inference could not have been intended as part of the utterance's full communicative import. Third, the implicature is attached to what is said not to linguistic form therefore implicature can not be detached from an utterance (non-detachable). It means that the implied meaning depends on the semantic content to what is said. Fourth, the truth of conversational implicature does not depend on what is said but can be calculated how the action will say what is said (calculable).

Besides, it is also found that there are some utterances that have two types of conventional implicature. There are six (6) pairs of utterances that categorized as non-factual presupposition and structural presupposition. Moreover, there is one (1) pairs of utterances that categorized as lexical presupposition and structural presupposition and also one (1) pairs of utterances that categorized as factual presupposition and conventional metaphorical meaning. Last, there are two (2) pairs of utterances that categorized as structural presupposition and counter

factual presupposition and also two (2) pairs of utterances that categorized as existential presupposition and structural presupposition.

5.2 Implications of the Findings

The implications of the Findings are divided into two parts they are the implications for Students of English Department and Teachers of English. The discussion of each part will be explained in the following part.

5.2.1 Implications of the Findings for Students of English Department

The researcher hopes that the findings of this study would help the students of English Department to understand further about the intended meaning or implied meaning of utterances. Also, the students will get more knowledge in understanding the written utterances as well the spoken utterances.

In written utterances, the students will learn the implied or intended meaning through the literary works such as novel or short story. By studying the intended meaning of utterances, the students will learn that people utterances cannot avoid using implied meaning. Sometimes, they want to say something implicitly rather than explicitly.

While in spoken utterances, the students are expected to understand the implied meaning that occurs in the conversation in their daily life. By understanding the intended or implied meaning, the researcher hopes that students will have more a sensitive feeling towards other speakers actually mean.

In the literary study itself, the students will have better understanding not only about the theme or characters or setting but also about the intended meaning that occurs through the utterances spoken by the characters. The students will find out that each of characters will have his or her way to say what they want whether it is said explicitly or implicitly.

5.2.2 Implications of the Findings for Teachers of English Department

The researcher hopes that this study would encourage teachers to use literary works especially novel as a media to teach pragmatics because it is interesting and contains a lot of different culture.

In the reading skills, teachers could focus on finding the intended or implied meaning of utterances spoken by characters. By understanding the intended or implied meaning, the readers in this case the students would be able to comprehend further about the literary work.

Also the researcher hopes that this study would be useful for teaching writing as well. Teachers could use this literary work such as novel to teach about the kinds of writing forms that used by other authors from different culture background.

5.3 Suggestion

The researcher hopes that this study concerning written utterances is still open for further research. In this study the researcher only focuses on written
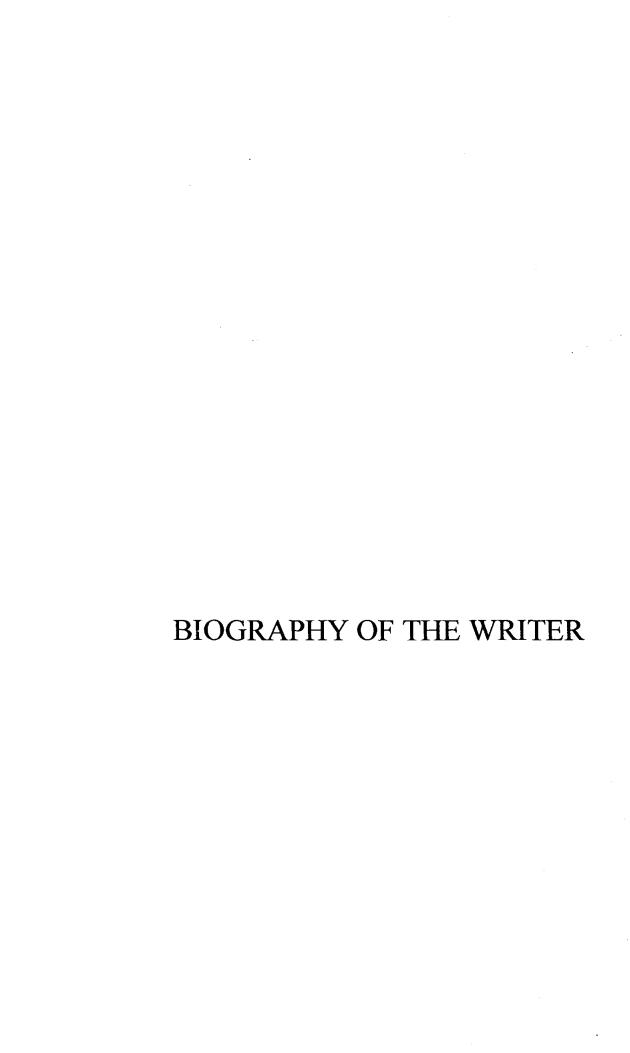
utterances so that there are still some non-written utterances or spoken utterances that can be used as the data.

It is expected that the next researchers conduct the same research on spoken utterances such as between teachers and students or on television drama. By conducting a research on spoken utterances, people could compare the detailed differences between written and spoken utterances.

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