

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing and drawing the data deliberately, the writer draws the conclusion as follow;

1. There was different degree of awareness among the subjects. The difference was viewed from time of attention-driven process and levels of correctness. The students were very aware because 81% students of third and fifth semester could perceive the implicatures in five to ten seconds. It showed that they were very aware in term of time. Then, the students were quite aware because 45.6 % students of third and fifth semester could perceive the implicatures correctly or in the high level of awareness in five to ten seconds. It showed that they were quite aware in term of level of awareness.
2. The subjects' implicature of the students were different. The reason why the subjects' implicature of the students were different was because of students' perspectives to the conversation itself. It was due to their different their different understanding and different culture of communication. Both types of conversational implicatures; PCI (Particularized Conversational Implicature) and General Conversational Implicature (GCI) were found different degree of awareness to both students at the third semester and the fifth semester from conversation one to ten. As a result, length of study is not a factor for subjects' awareness of conversational implicature.

5.2 Suggestions

The writer would like to propose the suggestions as follows;

1. Since third semester and fifth semester students have no difference time in perceiving the conversational implicatures, it is suggested to teacher so that the students have more practice in order to the students have a greater awareness.
2. Since the fifth semester and third semester students have no difference in terms of correctness in perceiving the conversational implicatures, it is suggested that the increase of levels of correctness of awareness on conversational implicature be conducted by developing the students' mastery toward it to both students of third and fifth semester.
3. Since the fifth semester and third semester students have their own perspectives and understanding which makes students' implicatures are different, it is suggested to teacher to give the various topics or contents in order to students have better understanding.
4. It is suggested to next researcher who interested to find out the awareness of students' conversational implicature to explore more variant subjects which different from this research, to explore more about the other exception or factors besides the assumptions their language mastery and this research can be useful as reference to the next researchers who want to conduct the similar research about students' awareness of conversational implicature.