

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

After deliberately analyzing the data, the conclusions are stated as follows:

1. The two types of conversational implicatures namely clausal implicature and scalar implicature and particularized implicature in the child's utterances are found in different contexts. In addition, a combination of both of them namely clausal implicature and particularized conversational implicature is also found.
2. The four processes of uttering conversational implicatures namely by flouting maxims (quantity, quality, relation and manner maxims) occurred in the child's utterances. Those processes occurred when the child refused command, when he told his opinion and when he revealed his prediction.
3. There are various kinds of the child's purposes as his reasons in uttering his sentences. The purposes based on the maxims analysis found as the theory given involve 12 categories, namely : (1) to say opinion, (2) to advise, (3) to defend self, (4) to make a joke, (5) to inform, (6) to say like, (7) to ask something, (8) to say dislike, (9) to avoid discomfort, (10) to ask help, (11) to avoid quarrel and (12) to avoid the next question. While, there are 9 categories found beside those reasons namely (1) to refuse, (2) to guess, (3) to do something soon, (4) to stay at something, (5) to play

imagination, (6) to change like and (7) to imitate an action. Beside, among the reasons based on the speakers' background, there was only one of them found in this research namely interaction in community. The other factors were not found because of the subject's maturity.

## 5.2 Suggestions

Based on the conclusions stated above, this study has some suggestions to the readers with may be different positions as follows :

1. To the other researchers, it is suggested to conduct the same topic with more subjects with different ages to see the difference between them so the acquisition of those subjects can be seen more accurately and clearly.
2. To parents or caregivers, it is suggested to use and trigger conversational implicatures to children since this pragmatics acquisition is the most meaningful study in language.
3. To teachers, school interaction can be a good environment in helping children to increase their competences in communication. One of the competences is using conversational implicature. That's why, it is expected to those teachers to build a good interaction with students by uttering conversational implicature so that the children are accustomed to the ways and later be proficient in their daily conversation particularly with adult and professional ones.