

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion based on the research findings and analysis that presented in the previous chapter.

#### **1.1 Conclusion**

Based on the findings, the existence of two types of conversational implicatures by Grice theory found in this movie, those are generalized conversational implicature (GCI) and particularized conversational implicature (PCI). In the analysis, the writer found a number of implicatures in the main characters's dialogue that are very imbalanced, which writer often finds more generalized conversational implicature than particularized conversational implicature that is 12 from 20 data which is got by the writer. Most of conversational implicatures rise because the main characters flouting the maxim of quantity. Furthermore, many of the main characters utterances in the "Titanic" movie, in many times give less or more information than is required in their communication. It happens because the main characters want or not to show a confirmation of what they exactly meant to the interlocutor.

In addition, generalized conversational implicature rises because this kind of conversational implicature doesn't need to understand the context first. To understand the implicature, the hearers do not must relate it with the any context, because the utterance present not in the particular situation or had to know the participants, so it could be said that the hearers could generate the implicature from

the utterance itself. When there was no special knowledge to know about conversational implicature, it must be generalized conversational implicature. So, as long as the participants understand and the context is supported, the process of communication do not meet any interruption instead in makes the dialogue looks interesting. It may be also the reason why movie makers produce the movie which includes many implicature there. It is because the movie makers want to show the uniqueness of the characters not only from their acting in a movie but also from their utterances. So that, to understand the implicature in a movie we have to focus on the movie. When we are focus on the movie, we will get more information about the participants or the context of the movie. When we get information, we will undersatnd the movie and are going to be interested in it and it is something that the movie makers want from us, interested in what they have made.

And the other side, the researcher concluded that some Western movies can be authentic materials which is used to teach English language in the school, the researcher used conversational implicature in a movie as the object to carry the authentic materials. In Indonesia, the teachers often explain the materials directly without showing the authentic materials to the students whereas that is so important because they can understand about the way how to speak or the way of life of the native speakers which is should be a benchmark to learn about English language itself. And also, in education purpose, this context is very important because the learner can use the authentic materials inside the movie and used the movie itself as a media. In this case, movie can be a media which can reflect or represent to the real human's life which is familiar to them.

Usually, the learners of English are suggested to watch English movies because those are generally show daily life of people in English. Besides it, movie enters into the life to a greater extent and more intimately that it ever did before. Movie and language interact in a complex and paradoxical way. Therefore, work with movies can affect students in positive and valuable ways.

Teaching about conversational implicature can be done through analysis of a movie. The learners can enrich their knowledge of conversational implicature by watching a movie. *Wikipendidikan* website wrote that there are 5 surplus of study English language by using movie media, that are: 1) it can increase the learner's listening skill, 2) it can increase speaking skill, 3) it can increase the ability on pronuounce English vocabularies correctly, 4) it can increase more new English vocabularies, 5) applying theory on practice by watching a movie, the learners can know the applying of English language on daily activities like what it shown in the movie. And related to conversational implicature, the learners can find easily some examples of it in a movie, because conversational implicature often appear in the movie that reflects to our real life. Therefore, the learners can understand well the messages behind the utterances.

## **1.2 Suggestion**

This research is still far from being perfect. There many weakness in this research. Hopefully, positive criticism and suggestions will be gotten from the readers to make the research better.

Here the writer would like to give some suggestions as important consideration for the students, teachers, and further researcher.

1. For the students, hopefully that the students can get some values that contained in the movie and understand it. So, they can applied in their daily life.
2. For the teachers, it is hope that the teachers can use movie as media of education to teach their students, especially to create the creative students who have the good character. Because, through the movie the teachers can get some values and give it to their students.
3. For further reseacher, it will be the additional reference for the other researchers who will conduct an analysis of conversational implicatures in the literature especially in the movie. The writer also hoped that in the future, the next researcher can expand this study.