

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

This study was conducted to analyze the forms and functions of implicature used in English language learning for IV and V grade students at Montessori School Kota Kupang. Through four observed classroom sessions, the research identified a wide range of implicature used by the English teacher as a fundamental and natural component of classroom interaction. The analysis focused on two main research questions:

- 1) What forms of implicature are used by the teacher in English teaching?
- 2) What are the functions of those implicatures in the learning process?

Regarding the first research question, the study found that the teacher utilized various forms of implicature based on Grice's theory (1975), including:

**Generalized Conversational Implicature:** Utterances that imply meaning without needing specific context, commonly used in general classroom instructions.

**Particularized Conversational Implicature:** Context-dependent expressions where the implied meaning can only be interpreted within the specific classroom situation.

**Scalar Implicature:** Use of gradable terms (e.g., "some", "many", "might") to imply limits or choices without stating them directly.

**Irony and Sarcasm:** The teacher occasionally used mild irony or humorous sarcasm to correct students in a non-threatening manner.

**Politeness-Based Implicature:** Indirect speech acts aimed at maintaining politeness, such as giving suggestions or criticisms without causing offense.

These forms illustrate that the teacher intentionally used indirect language and pragmatic strategies as tools to communicate meanings subtly, maintain harmony, and stimulate student thinking. This approach aligns with the Montessori philosophy, which emphasizes gentle guidance, empathy, and respect for the learner's autonomy.

As for the second research question, the study found that implicature served several essential pedagogical functions in the classroom, such as:

**Instructional Function:** Implicature was used to provide corrections or suggestions in a soft and non-confrontational way. For example, rather than saying "You are wrong," the teacher might say, "Are you sure that's the best answer?" which invites self-reflection and maintains student dignity.

**Classroom Management Function:** Indirect speech was used to manage behavior subtly, such as hinting at expected behavior without explicitly pointing out a student's fault, which helps maintain a respectful environment.

**Motivational Function:** The teacher employed implicature to motivate students, especially when giving praise or encouragement, thereby building confidence without exaggeration.

**Pragmatic Development Function:** By exposing students to implicit language patterns, the teacher was actively fostering their pragmatic competence, enabling them to understand and interpret meanings beyond literal words, which is crucial for real-life communication.

Overall, the study concludes that implicature is not merely a linguistic phenomenon, but a powerful pedagogical strategy. It plays a vital role in shaping classroom discourse, enhancing student comprehension, promoting respectful interaction, and cultivating critical thinking. The teacher's use of implicature in the classroom reflects a communicative approach that is both effective and humanistic, consistent with the principles of Montessori education, which prioritize independence, empathy, and subtle scaffolding over authoritarian methods.

## **5.2. Suggestions**

Based on the findings and conclusions of this study, several suggestions are offered for various stakeholders in the field of English language education:

### **1. For English Teachers**

Teachers are encouraged to continue and even deepen their use of implicature in classroom communication. Understanding the power of indirect language to convey meaning, guide student behavior, and encourage deeper processing can significantly improve teaching effectiveness, as noted by Cutting (2002) in her work on pragmatics and classroom interaction. Teachers should also reflect on their language use and explore how implicature can be integrated more consciously into instructional strategies, especially in contexts where building respectful and empathetic communication is crucial.

### **2. For Students**

Students should be guided to develop awareness of implied meanings in spoken and written English. Recognizing and interpreting implicature is essential for developing pragmatic competence, which goes beyond grammar and vocabulary. Teachers can help students by modeling the interpretation of

implicature, discussing examples, and encouraging students to infer meaning from context. This will prepare students to engage more confidently in authentic English conversations that often involve indirectness, nuance, and subtlety.

### **3. For Schools and Educational Institutions**

Educational institutions should recognize the importance of pragmatic competence in language learning and ensure that teacher training programs include modules on pragmatics, discourse analysis, and indirect communication strategies. Supporting teachers with professional development opportunities focused on classroom pragmatics will help them design more meaningful and engaging lessons. Schools, especially those with student-centered approaches like Montessori, should encourage communicative practices that align with their values of respect, autonomy, and emotional safety.

### **4. For Future Researchers**

Future studies can expand upon this research by:

Conducting similar investigations in different educational levels (e.g., primary, secondary, or higher education). Including more participants or different school settings to gain a broader understanding of how implicature functions in diverse classrooms.

Using quantitative methods to measure the frequency, types, and impacts of implicature on student learning outcomes.

Exploring the students' perspectives and understanding of implicature to examine how they interpret and respond to indirect language used by their teachers.

In conclusion, this study contributes to the growing body of research on pragmatic competence in education, specifically highlighting the pedagogical value of implicature. By promoting awareness and intentional use of implicature, teachers can create richer, more engaging learning experiences that not only teach language but also nurture empathy, autonomy, and critical thinking among students. This study offers a unique contribution to understanding how pragmatic awareness can be cultivated in elementary classrooms through indirect language use