

ABSTRACT

Suprobo, Joko. 2017. *Analysis of Conversational Implicature in English Teaching and Learning. Final Project*. English Education Department, Faculty of Foreign Language and Culture, Muhammadiyah University of Semarang. Advisor I: Dodi Mulyadi, S.Pd., M.pd.; Advisor II: Siti Aimah, S.Pd., M.Pd.

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This study is an analysis of Conversational Implicature in Teaching and Learning English Activity. The goal of this research was to give clearness in understanding of the utterance produced between teacher and students in teaching and learning process in SDN 3 Sumberejo, Kecamatan Kaliwungu, Kabupaten Kendal. The main focus of this research was to seek the maxims were flouted and fulfilled by conversational implicature and classified them to the kind of interaction commonly used in class. This was descriptive qualitative research in which observation and documentation were employed as method and instruments of data collection. All the data were explained numerically and descriptively. The finding presented that there were 4 maxims used in attracting, 5 in controlling, 29 were used as checking, 4 as summarizing, 7 in defining, 12 maxims indicated used as editing, 1 maxim as specifying topic, and the highest result was correcting with 41. It was caused the teaching and learning being observed was focused on introducing the vocabulary of shapes. This phenomenon was interesting to be learned because it concerned to study human communication that was interfered by context.