# CHAPTER V

# CONCLUSION AND SUGGESTIONS

This chapter will briefly explain the conclusions and suggestions of this study.

## Conclusion

There are two conclusions in this study, the types of violating maxim used by the students during classroom interaction and the students' reasons for violating the maxim. The first conclusion, the types of violating maxims used by the students are violation maxim of quantity, violation maxim of relevance, and violation maxim of quality. First, the violation of maxim quantity is the highest with a total of 56%, followed by the violation of maxim relevance with 36% and 6% for the violation of quality. In the second conclusion, the reasons why students violate the maxim are categorized to Christofferson's categorization; hide the truth, save face, feel jealousy about something, satisfy the hearer, cheer the hearer, avoid hurting, build one's belief, and convincing the hearer. However, there are only two students' reasons for violating the maxim. First, save face, and second, build one's belief.

## Suggestions

The suggestion from this study are; first, for the students who do not give the necessary information during classroom interaction or violate the quantity maxim, the maxim that was violated the most during the learning process to develop their knowledge about the lessons they learn to answer the questions appropriate to the studied topics. Because they already dare to be active in class by answering questions from the teacher, but unfortunately, it is not balanced with their knowledge. They often answer questions that are irrelevant to the topic being discussed. Second, for further research, it is recommended to find out whether the violation of maxims committed by students during the learning process will have a significant impact or not on learning activity.