

CHAPTER FOUR

CONCLUSION

In this chapter I would like to present the conclusion based on the findings of my analysis in the previous chapter. The analysis focuses on the children jokes that I chose from the websites *Jokes4all.net* and *Unijokes.com* by using the theories of non-observance of the Gricean maxims and Raskin's Script Incongruity.

In order to make a conversation run smoothly, people should observe the rule of conversation. The failure to observe it may cause humour. The characters of these jokes are children who are still simple in thinking and sometimes naive. Since the main characters in the jokes are children, they have interactions with their family, friends or teachers in their school. This becomes the main story of the children jokes.

I analyse thirteen data found in eleven jokes in this thesis and from those data I find various types of non-observance of the Gricean Maxims, which make the jokes funny. From the thirteen data I have analysed in Chapter Three, I find

nine data in which the speakers flout the maxims and four data which show that the speakers violate the maxim. Besides, I find none of suspending, opting out of, and infringing the maxims.

Because the most dominant type of non-observance is flouting, there are a lot of implicatures. The speakers wish the hearer to catch the hidden meaning. Consequently, the reader must pay attention to the dialogues and the situation at that time to understand and get the right implicature, which later leads to the humour of the jokes. This means, if they do not pay attention to the dialogues and the situation, they will not understand and get the right implicature. This will result in the puzzlement of the essence of the jokes.

Furthermore, from nine utterances that flout the maxims, I find twelve data of the flouting of the maxims. There are five data which flout the maxim of quantity, which is 42 percent, four data which flout the maxim of manner, which is 33 percent, and three data flout the maxim of relation, which is 25 percent.

Thus, it is clear that the most flouted type of maxim is the maxim of quantity, followed by the maxim of manner. In my opinion, the maxim of quantity and the maxim of manner are effective for creating a joke. When the speaker gives either more or less information to the hearer than situation requires and when the speaker makes a long-winded and ambiguous response in conversation, the speaker tends to be unclear, which makes the reader confused. Or else, the speaker is likely to want the reader to think of something else. The maxim of quantity and the maxim of manner also tend to appear in the same utterance because when the speakers give more information, at the same time he is making

a long-winded response in order to make an implicature. For example in joke 7 when grandfather gives a warning to Johnny that his teacher comes to their house because he skips school, he replies with *“No, you go hide. I told her you were dead!”* Johnny gives long-winded and too much information while the simple words can do.

The three data of flouting of the maxim of relation show that when the speaker gives information which is not related to the previous topic, he or she wants to avoid the topic or it is unnecessary to reply to the question asked to them. That is when the situation becomes funny, especially when the readers can catch the right implicature. This can be seen in joke 4 when his teacher asks about his mother’s job, Ramu flouts the maxim of relation by saying she is a woman. He thinks that it is unnecessary to reply to the question.

Next, in the analysis when violating a maxim takes place, the speaker wants to trap or to deceive their parents or teacher in order to get compliments, get what they want or to evade from their responsibility. This also shows us the smartness and trickiness of children. Yet, it also leads us to humour. This can be clearly seen in joke 2 when the teacher asks about his homework and asks him the reason why he does not do his homework, and then he asks *“It was the television. It was too loud. I couldn’t do my homework”* His utterance is violating the maxim because he has the intention to trick his teacher and evade from his responsibility to do his homework.

The other theory that I use in this thesis is the theory of Script Incongruity by Raskin. This theory is very helpful in revealing the humor of the jokes by

having an unpredictable switch between the first script and the second script. The theory of Script Incongruity is effective to make the readers more aware in understanding and catching the implicature of the utterance that is produced in the jokes.

My data have not only an unpredictable ending of the script but also opposite scripts. These utterances containing an implicature become the punchline of the jokes. It is important for the reader to make sure of understanding the punchlines in order to get the humour. For example, the script of joke 3 which is 'A Loving Elder Brother Script' becomes 'A Mean Elder Brother Script', the script of joke 5 which is 'Nice Student Script' becomes 'Tricky Student Script', the script of joke 6 which is 'Clever Student Script', becomes 'Naughty Student Script' and the script of joke 10 which is 'The Teacher Getting a Spanking for Bad Mark Script' becomes 'Johnny Getting a Spanking for Bad Marks Script'. The switch of the scripts successfully explains why the jokes are funny.

Finally, for other researchers who are interested in analyzing the same topic, I would like to suggest that they would analyze the jokes in *jokes4all.net* and *unijokes.com* because there are still many categories of jokes, such as children, occupation, animal, culture, religion and so on. I hope this thesis will help the readers to understand more about the failure to observe the maxim and also script incongruity theory as it happens in daily life.

(1.020 words)

