

# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Study

Human is a social being who can not live alone and need interaction in their whole of life. Human interaction occurs in the process of communication. Communication is one of human activities by sending and receiving information and messages, conveying their ideas and thoughts, feeling or everything in their mind. In the process of communication itself, human uses language as the tool to interact one another. We can not communicate without language.

Communication can be taken in form of text, speech, letter, or email. In communication, conversation is the most common thing where it belongs to talking or speaking. When people talk about particular topic, a good understanding is needed in order to build a good and effective communication. Sometimes, when talking, people use certain words to imply other things that have different meanings. Thus, to understand the utterance or what the speaker says in conversation, we have to relate it with the outside aspect of language, such as culture of participants. This condition in pragmatics is called implicature.

Horn (2006:3) states that implicature is a component of speaker meaning that constitutes an aspect of what is meant by speaker's utterance without being part of what is said. What a speaker intends to communicate is characteristically far richer than what she directly expresses; linguistics meaning undetermines the message conveyed and understood. So that, It can be concluded that the speaker in the case of implicature in conversation is not directly showing their intention of utterance to the listener, where in fact the speaker's utterance has the other

meaning to be implied . That is why the conversations that use implicature in it look like they do not relate each other.

Look at the dialogue below , Shawn is wondering about Jack's existence.

Shawn : Where is Jack?

Sue : The light in his office is on.

The example above seems to be disconnected or in other words we can see that Sue's answer doesn't relate with Shawn's question. Shawn asked about Jack's existence while Sue mentioned about the light that was on. So that, Shawn certainly implicates that Jack is in his office.

The answer given by Sue in example of the short conversation above can be said as leading to an implicature. It is because the conversation, Sue didn't give the statement that relates with the question but indirectly gave the answer. The effect of the conversation can be out of speaker's intention when it comes to listener who is lack of implicature competence. This kind of phenomenon often occurs in the communication among the people nowadays. Sometimes, when a conversation constitutes an implicature, it makes the conversation seem to be irrelevant. Thus, it is needed the ability in understanding implicature in order to avoid the wrong interpretation in understanding the speaker's intention meaning.

The English Department of HKBP University of Nommensen offers the students with courses and one of them is Introduction to Pragmatics. Implicature is one of the topics given by the lecturer to study.

Based on the writer's experience during the seventh semester courses at this university, it was found that implicature was an interesting topic to learn in pragmatics study. The researcher was encouraged to have such a good ability in

implying the speaker's utterance in conversation in order to understand the intention of the speaker meaning deeper than what is practically said. Since implicature appears in conversation in our daily life, it can not be denied that it will appear in conversation of students' college life as well. That is why the writer is wondering about the ability of the third year college students of HKBP University of Nommensen in implying the speaker's utterance. It conducts the writer to meet this research entitled *The Students' Ability In Understanding Implicature in English Conversation By The Third Year College Students Of English Department Of HKBP University of Nommensen Medan 2018*.

### **1.2. The Problem of The Study**

In line with the title of this research and the background of the study, the problem of this study can be stated as follows: "Are the students able in understanding implicature in English Conversation by the third-year college students of English Department Of HKBP University Of Nommensen Medan 2018?"

### **1.3. The Objective of The Study**

Based on the the problem stated above the objective of this study is to find out wether the students are able in understanding implicature in English conversation by the third-year college students of English Department of HKBP University of Nommensen Medan 2018.

### **1.4. The Scope of The Study**

The scope of the study is needed to facilitate the researcher to conduct the analysis of the research clearer. There are two kinds of implicature namely conversational implicature and conventional implicature. The researcher decided

to focus on the conversational implicature which consists of generalized and particularized conversational implicature. This research will be applied at the third year college students by the sixth semester students of Teacher Training and Education Faculty of English Department of HKBP University of Nommensen Medan 2018.

### **1.5. The Significances of The Study**

The result of this study is expected to give the contribution to english department of HKBP University of Nommensen and everybody who reads this thesis. More details, the findings of this study have two general significances, theoretical and practical significances.

Theoretically, the results of this study are expected useful for:

1. The enrichment of knowledge for the university students who are interested in implicature especially conversational implicature.
2. Those who want to carry out further study on conversational implicature

Practically, the results of this study are expected useful for:

1. The students of HKBP University of Nommensen especially English Department . This thesis will help their understanding about the implicature. It will be able to help them to avoid having wrong interpretation.
2. The lecturers. This thesis can be helping the lecturers of English Department of HKBP University of Nommensen in evaluating the students' ability in understanding implicature in English conversation.

## **1.6. Hypothesis**

The hypothesis of this study is prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis ( $H_a$ ) as read follow:

“The students are able in understanding implicature in English conversation”.

Because of the statistical computation, the alternative hypothesis needs to be changed in to null hypothesis ( $H_0$ ) as follow:

“The students are not able in understanding implicature in English conversation”.

## CHAPTER II

### REVIEW OF LITERATURE

In conducting a research, theories should be explained and clarified in relation of the research design. This is considered to be a very important aspect in conveying the ideas. The concepts that are used should be clear in order to have the same implementation in the field. In other words, it is important to discuss the concept use, so that the reader gets the point clearly.

This chapter will explain the theories which are used to analyze the data. There are several theories explained such as definition of ability, pragmatics, implicature, conversational implicature, cooperative principle (CP), flouting maxim, English conversation, the previous study of related research, and the conceptual framework.

#### **2.1 Ability**

Ability is the act of being able in doing something. Ability is also defined as skill on something. Ability is the quality or state of being able ; Especially : physical, mental, or legal power to do something; competence in doing something. According to Lohman (1997:8) , “Ability is also sometimes defined in terms of performance on a particular task or class of tasks”.

Ability, when it comes to the field of education, it doesn't concern about the power of doing something, but it is the skill of the people who are involved in it, such as the skill of the lecturer to bring the lesson effectively; the students who are able in mastering the lesson material. The students' ability will be seen in their performance during the classroom and the result of their tests. This research will

also concern with the students's ability in undersatnding implicature by taking the students' score through the test given.

## 2.2 Pragmatics

Pragmatics is one of the branches of linguistics. Pragmatics is a study which deals with the meaning of word or sentence that relates to the context of a person in spoken and written. The context in which is embedded is including on social context, situational context, textual context, or background knowledge in context.

According to George Yule (2010: 128) pragmatics is the study of meaning where we recognize what is meant when it is not actually said or written directly by the speaker. Another defenition comes from Ward and Laurence (2006: xi) they believe that, "Pragmatics is the study of those context-dependent aspects of meaning which are systematically abstracted away from in the construction of content or logical form". Those two defenitions of pragmatics can be concluded that pragmatics emphasizes on the meaning of utterance where it is actually beyond of the sentence or uttererance itself , so that it becomes the hearer's responsibilty of guessing the meaning intended by the speaker.

*What did they mean by that?* It is a common question and it'sprecisely the subject of the field of pragmatics. In order to know what someone meant by what they say, it is not enough to know the meaning of the word (semantics) and how they have been strung together into sentence (syntax) but we also need to know who uttered the sentence and in what context and to be able to make inferences regarding why they said it and what they intended us to understand. (Birner, 2013: 1)

There is an important term in pragmatics that we can not afford to mention. The term is context. Context plays an important part in understanding pragmatics of utterencess being uttered by the speaker. We can say that

pragmatics is the study of meaning based on the context. According to Thomas (1995) , “ We are led to realize that meaning is not merely attached to the language that one expresses, namely, the utterances with the linguistic features forming them. Rather we are made aware of the fact that a significant part of meaning in communication comes from outside system of language” (cited in I Ketut Seken, 2015: 3). That is why pragmatics offers the language users to another interesting sense of guessing and understanding the meaning of an utterance by considering the context follows it.

It is interesting to study language via pragmatics because it offers the language users to concern about the speaker’s meaning or intention since the meaning is not directly shown by the speaker in their utterances. Therefore, pragmatics concerns with the function of language in communication and the speaker’s meaning while stating utterance toward the hearer. In pragmatics, the study of intended meaning is explained in implicature.

### **2.3 Implicature**

Being in a successful situation of doing communication can avoid misunderstanding between the speaker and the hearer, and it can be truly happened when the hearer is able to get the speaker’s intention meaning correctly. Understanding the speaker meaning is not sufficient by using syntax and semantics since the meaning of an utterance is not only stated by the word itself but it is also implied.

Mey (2001: 45) reveals that “ The word of ‘implicature’ is derived from the verb ‘to imply’, as its cognate ‘implication’. Originally, ‘to imply’ means to fold something into something else; Hence, that which is implied is folded in and



has to be unfolded in order to be understood". According to Valeika and Vareite (2010:69), Implicature is generally defined as a meaning of sentence that may have a different meaning from the sentence said literally or in other words it can be said that the meaning is imposed by the speaker on the literal meaning of the sentence or the sentence uttered by the speaker is more than what actually said. From those statements above, it can be concluded that implicature takes a long way to be understood, it is not literally sentence uttered, but actually more than that. Consider the conversation below.

A : Are you inviting Bella to your birthday party?

B : I'm only inviting nice people.

Speaker B implies that she or he is not inviting Bella to her or his birthday party because she is not a nice person. However, the sentence *I'm inviting nice people* doesn't say it directly. Speaker B doesn't say that she or he doesn't invite Bella to the birthday party, speaker B only says that she or he is only inviting nice people. Therefore the implicature that we can take from the conversation above is '*I am not inviting Bella, because she is not a nice person*'. We can see that the literal sentence uttered by the speaker B, but actually the meaning intended by the speaker B more than that; the speaker B doesn't invite Bella to the birthday party because Bella is not a nice person.

"When a speaker's utterance licenses an inference of some proposition *p*, we say that the speaker has implicated *p*, and the content of *p* itself constitutes an implicature. It's important to note here a terminological asymmetry: Speakers implicate, whereas the hearers infer" (Birner, 2013: 43). Consider the example below.

A : Is Choky married?

B : He is still sixteen!

Since the conversation above licenses an inference there would be an implicature can be taken. Speaker B has implicated that Choky is not getting married yet since he is still sixteen. It is caused by the cultural aspect where the one who is still sixteen can not get married yet. Instead of saying “ He is not getting married yet”, speaker B chose to be using an indirect response as it is stated above. That is why an implicature can go beyond what is literally uttered.

Implicature denotes whatever is implied by what is said. In a conversation a speaker is regarded as using an implicature when his or her utterance implicates the meaning he or she wants to convey instead of inherently containing it. In other words, the intended meaning is not to be found in the meaning of the words uttered but in what those words imply or implicate.

According to Stanford Encyclopedia of Philosophy (2010), “ Implicature is the act of meaning, implying, or suggesting one thing by saying something else or the object of that act” (I Ketut Seken, 2015: 106). Therefore, implicatures concern with suggesting on something which is the utterance of the speaker. Consider the following dialogue:

James : How about going to the painting exhibition?

Jane : I have to finish my report

The conversation above is one of the utterances that can be implied by saying something else as the response given. The illustration above shows the existence of implicature, where Jane had to finish her report instead of going to the painting exhibition. At a glance, we notice the response given by Jane is not

relevant to James' question, but that is the way used by Jane to refuse James' stimulus. Therefore, it can be suggested or implied that Jane could not go to the painting exhibition with James. Another example can be seen as follows.

Speaker A : Will Michel be at the meeting this afternoon?

Speaker B : Her car broke down.

The same case as the previous example occurs in the conversation above. Speaker A asks speaker B whether Michel will attend the meeting, but the answer given by speaker B seems to be not relevant. But that is how the implicature works, the speaker A should guess the intended meaning uttered by speaker B. Thus, it can be implied from the conversation that Michel would not be at the meeting this afternoon. The other example can be seen as follows.

A : Let's have a drink

B : It's not 2 o'clock yet

Speaker A asks speaker B to have a drink, but the response given by speaker B is implying that she or he can not have a drink because the clock doesn't show 2 o'clock yet. The speaker B gives an indirect answer to speaker A. Thus, the implicature is to say No of having a drink at that time in the conversation.

Moeschler (2012) summed up Grice's theory of meaning as in the following schema (adapted from Sadock 1978: 283):

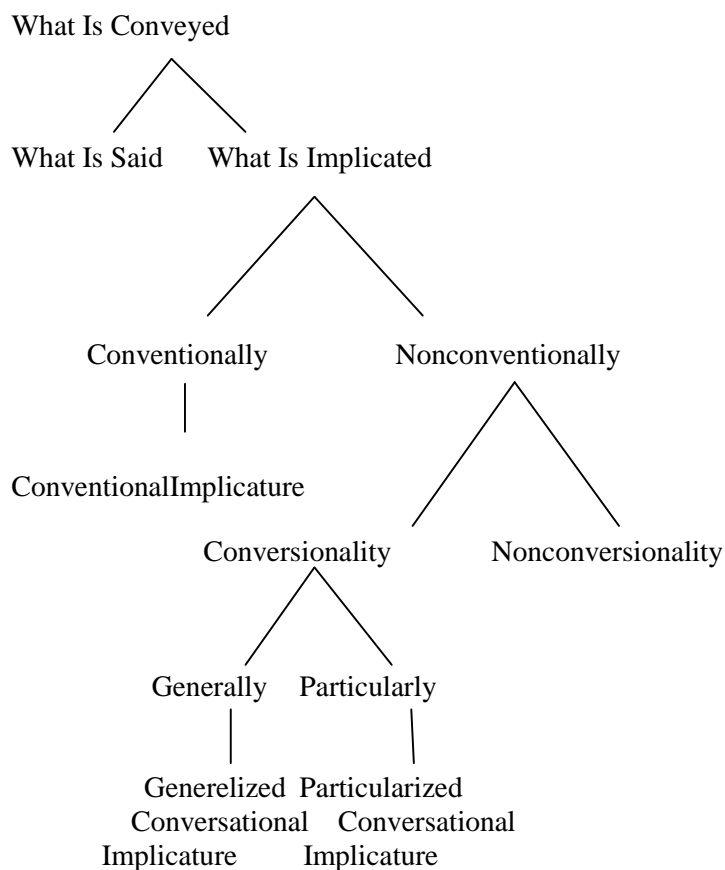


Figure 2.1 Types Of Implicature

Grice distinguished two different sorts of implicature, those are conventional implicature and conversational implicature (non-conventional implicature). They have in common the property that they both convey an additional level of meaning beyond the semantic meaning of words uttered. In conventional implicature, no particular context is required in order to derive the implicature. Whereas, in conversational implicatures are derived from a particular context. But this research is focused on conversational implicature and the following is the theory of conversational implicature will be explained.

### 2.3.1 Conversational Implicature

The theory of conversational implicature was first proposed by Herbert Paul Grice, who is an American linguistic philosopher. In order to understand the purpose and significance conversational implicature, we should figure out some ideas of Grice's basic theory about meaning which is divided into natural and non-natural meaning.

Wang (2011) in *Journal of Language Teaching and Learning* argues that, "Natural meaning refers to the meaning of utterance that can be generally gained by conversational participants. While non-natural meaning refers to the intended meaning conveyed by the speaker and must be inferred by the receiver in particular".

In line with the argumentation, those two kinds of meaning can be seen as the key ideas in understanding conversational implicature. Conversational implicature refers to the case in which what is said implicates the speaker's intended meaning which may differ depending on the context in which the utterance occurs.

According to Mey (2001: 46), "Conversational Implicature concerns the way we understand an utterance in conversation in accordance with what we expect to hear. Thus, if we ask a question, a response which on the face of it doesn't make sense can very well be an adequate answer". It can be said that conversational implicature usually seems to be not relevant each other between the speaker and the hearer. For example as follow.

A : Can you tell me the time?

B : Well, the milk man has come!

In a particular context of conversation, this context should include the fact that, everyday there is a milkman come in certain time. In this short conversation, Speaker A asks time to speaker B, but speaker B gives the answer indirectly and seems to be not relevant. It indicates that speaker B may also not know the accurate time, but speaker B in fact is giving a rough time.

To understand the meaning of conversational implicature, sometimes we must relate it with situation or context where it is happening. Grice distinguishes conversational implicature into two types, those are generalized conversational implicature and particularized conversational implicature.

### **2.3.1.1 Generalized Conversational Implicature**

A generalized conversational implicature as known as GCI is one of the types of conversational implicature. According to Valeika and Verikaite (2010: 75) Implicatures that do not require a special context are called *Generalized Conversational Implicature*. To generalized conversational implicature, we could also attribute the so-called scalar implicature". On the other words it can be concluded that generalized conversational implicature does not need to depend on particular context and no special knowledge ( only general knowledge) is required to figure out the additional meaning and it belongs to the scalar implicature.

Birner (2013: 45) argues that, " Scalar implicature are based on the first sub maxim of quantity. In general, the utterance of a given value on a scale will implicate that, as far as the speaker knows, no higher value applies (since, if it did, it would have been uncooperative of the speaker not to utter the higher value)". Valeika and Verikaite, (2010: 75) state that, " A scale is a whole range of values, from the highest to the lowest: *all, most, many, some, few, always, often,*

*sometimes* ". The higher value entails the lower value; All>most>many>some> few, always>often>sometimes> seldom, certain> likely/probable> possible.

Consider the example below.

*Conversation 1*

A : Do your students finish their homework?

B : *Some* do.

*Conversation 2*

A : Do you always use body lotion?

B : Well, *sometimes*.

*Conversation 3*

A : Who ate all my fizza?

B : I ate *most* of the fizza

*Conversation 4*

A : Do Carol and Sue always come late attending the class?

B : Well, they *often* do

If we look at the conversations above, most people will draw these following implicatures:

*Conversation 1* : *Not all* students of Speaker B finished the homework, only some of them.

*Conversation 2* : Speaker B doesn't always use body lotion , but *sometimes*

*Conversation 3* : Speaker B didn't eat *all* the pizza, but only *some*.

*Conversation 4* : Carol and Sue do not *often* come late , but *sometimes*.

From the example above, all the implicatures drawn by the hearer are all technically true because those conversations doesn't require special knowledge,

that is why the truth that appear among the participants doesn't come to be a problem, or on the other words the conversations above only have general knowledge. The responses given by speaker B on the conversations above are scale of values.

### **2.3.1.2 Particularized Implicature**

Contrast with the generalized conversational implicature, particularized conversational implicature as known as PCI occurs in a very specific context. It takes not only general but also local knowledge. According to Valeika and Verikaite (2010: 75) , “ Conversational implicatures that require the specific context are called *Particularized Conversational Implicature*”.

Birner (2013: 65) states that, “ A particularized conversational implicature, then, is one that arises due to the interaction of an utterance with the particular, very specific context in which it occurs, and hence doesn't arise in the default case of the utterance's use or the use of some more general class of utterances of which it is a member”. Thus, it can be concluded that particularized conversational implicature depends on the very specific context and knowledge. Consider the examples below.

#### *Conversation 1*

A : Hey, coming to the party?

B : My parents are visiting. (*I am not going to the party*)

#### *.Conversation 2*

A : Where is my book?

B : Your young sister is drawing something. (*Your sister takes your book*)



### *Conversation 3*

A : Wanna go for camping?

B : It must be taking more than one day to do! (*No, I don't have enough time*)

For *conversation 1* both parties would have known about B's relationship with his/her parents. For example , if they both knew that B's parents are coming to visit at particular time, the implicature would be true. For the *conversation 2* both parties would have to know some specific knowledge about A's sister- A's sister usually likes taking B's book only for drawing since A's sister is still a child. If it is so, the implicature would be true. For the *conversation 3*, the both parties know the general knowledge that camping needs more than one day to do, but the both parties would also have to know that B is busy that B could not go on camping with A. Then, considering the specific context and knowledge known by the parties on the conversations above, the implicatures are all true.

#### **2.4 Cooperative Principle**

When people engage in one kind of communication, that is, when they are communicating with one another in, say, a conversation they are actually cooperating, though they might not be aware of this cooperation. This can be seen, for example, in the fact that when one participant of the conversation asks a question, the other will give the answer, that is a kind of cooperation. If a participant needs information and request, the other participants will normally give it as far as she or he has the information needed.

According to Birner (2013: 41) “ The basic idea behind the cooperative principle is that interlocutors, above all else, are attempting to be cooperative in

conversation”. So that, cooperation can not be done solo, since it needs the feedback such an answer from the participant of the conversation.

Grice (1975) proposes the cooperative principles whose states “ Make your conversational contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (cited in I Ketut Seken, 2015: 89)”. The words ‘is required’ expresses the meaning they intend to communicate in the conversation.

Grice’s cooperative principle is elaborated into four conversational maxims. By ‘maxim’ is meant a kind of norm or rule which is to be adhered by speakers and hearers who are involved in a conversation whereby they show their willingness to cooperate in order that they can understand each other and the conversation can run smoothly.

#### ***2.4.1. Maxim Of Quantity***

Maxim of quantity as one of cooperative principle is primarily concerned with giving information as it is required and not giving the contribution more informative than it required. As it is stated by Birner (2015:44) that, Grice’s formulation of the maxim of quantity shown as follows:

1. Make your contribution as informative as is required for the current purpose exchanges
2. Do not make your contribution more informative than is required

Therefore, it can be concluded that quantity maxim is to give not too much or too little information. For example, in the dialogue :

Anne : Where do you live?

Marie : I live in Durian street No.12

Anne : Is it far from here?

Marrie : I ride my motorcycle. It is far enough

In the conversation above, responses given by the participants can be regarded as meeting the wish or requirement for information in the respective conversation. The responses seem to be as informative as is necessary so that the conversation runs effectively and naturally.

Unlike the conversation illustrated above, the following one demonstrates cases in which the conversation turns to be ineffective because the participant is less informative than what is expected to fulfill the needs of information in the conversation.

Andrew : Where does your sister live?

George : In a city of Germany

The conversation above indicates that the participant doesn't observe the quantity maxim by giving too little information. George should normally be assumed to know in what city his sister lives. He did not fully satisfy Andrew's need for information. In this case, the quantity maxim is broken by way of providing information that is less informativeness.

#### ***2.4.2. Maxim Of Quality***

Maxim of quality requires the participants of saying what they believe to be true and not saying what they believe to be false or in the case the participants do not have any evidence (I Ketut 2015: 95). In other words, it can be said that the participant should be truthful in giving the information needed. For example:

An American wants to visit the tourist attraction like Monas. So she asks her friend about the location.

Nicole : Where is Monas located?

Carol : In Jakarta

The conversation above shows a case in which is well observed. Here, the participant two as known as Carol gives the correct answer which shows the true fact. So that the conversation runs smoothly and effectively. It will be different in the case below:

A couple of lovers are going to the movie theater for celebrating their anniversary. The girl wanted to watch the movie she chose. The boy knew that the film was boring but he didn't say anything until the girl started the conversation

Girl : How was the movie?

Boy : It was good, because you were with me watching the movie.

The participant in the conversation breaks the maxim of quality by saying it is good while he believes in it is untrue. He knows the film is boring but he says it is good.

#### **2.4.3. Maxim Of Relevance**

Maxim of relevance as it is known from its name, it should be having the relevance in doing the conversation. According to I Ketut Seken (2015: 90) "Maxim relevance referred to maxim of relation, requires participants of a conversational talk to produce the utterance that are relevant to the subject that is being communicated at some stage of communication".

Birner (2013: 54) states that, the term of ‘relation’ is suitable for this kind of maxim since it has something to do with its current utterance and following it. It must have something to do with context.

John : I’m out of petrol

Ken : There is a garage around the corner

John’s statement states that he is looking for a petrol station to refill his tank . Ken answers with pointing out the location of the nearest garage, so that John can refill his tank. Thus, the dialog observes the maxim of relevance. We can show conversation in which the maxim seems to be broken, as the following example demonstrated.

Megan : Shall we get started working on it?

Mariah : I’ve got a headache.

In the conversation above, two persons are involved in a conversation. They are supposed to do collaboratively on a project task and Megan asks Mariah if they will start working on it. Mariah however does not give an answer related to the question by saying “I’ve got a headache”. It means that the conversation indicates that they do not deserve the cooperative principle, where Mariah’s contribution in the conversation is not pertinent to the topic of talk, in this case, the maxim of relevance is broken.

#### **2.4.4. Maxim Of Manner**

Maxim of manner refers to the clear utterance where it should be clear, brief, orderly and not obscure. Grice also adds that maxim of manner should avoid ambiguity (Birner, 2015: 58). It can be illustrated in the following example.

Jack : What did you think about the movie?

Sue : I really like the action of each player. They can play their role as good as possible.

The answer given by Sue is categorized as a maxim of manner since she can answer the question from his partner, Jack, about the movie clearly. Another example will be demonstrated below in order to show when the maxim of manner is broken.

Tom : Where is the maid?

Bill : She is either in the backyard or in the bathroom

From the conversation above, we can see that the participant fails to satisfy the maxim of manner at the level of what is said. Bill doesn't clearly provide the information about the existence of the maid. So it indicates to the maxim of manner which is broken.

## **2.5 Flouting a Maxim**

Conversation has its maxims in order to make the conversation go smoothly but sometimes it is violated by its user. The utterance which is violating a maxim of cooperative principle is called flouting. It is deliberate and apparent violation of a maxim which is used as a sign that something is being said indirectly.

I Ketut Siken (2015: 101) argues that, "Flouting maxim is the case when a speaker purposefully disobeys a maxim at the level of what is said with the deliberate intention of generating an implicature. In this case, the speaker's choice not to observe the maxim by words he/she utters may be related to some motive (such as politeness, style of speaking, etc)." Consider the flouting conversation maxim below.

A : Monas is in Surabaya, isn't it, mom?

B : And Tugu Pahlawan is in Jakarta I suppose.

Here, B's statement is flouting the conversational *maxim of quality* because speaker B still gives the information which does not match with the actual fact. But B seems to be cooperative. B gives the untrue statement to A in order to make A introspect that his statement is not correct.

A : What time is it?

B : It is two o'clock, in fact, it is four past two, and now is Sunday.

On the conversation above, B flouts the *maxim of quantity*, since he gives too much information than it is required by A. While too much information can distract the listener. However, it is not very difficult to recover the implicature that B wants to show that she or he is a kind of 'on time' person.

Mom : Have you done your homework?

Son : My bicycle is broken mom.

On the conversation above the son has flouted the *maxim of relevance* since the answer of the son is not relevant to the question asked by the mother. The answer given by the son is not answering the mother's question. The son tries to direct his mother's concern away from the question which he doesn't like.

A : Let's stop and get something to eat

B : Okay, but not H-O-T-D-O-G.

On the conversation above, the sentence uttered by B answers the sentence uttered by A indirectly by elaborating the answer one by one the word "hotdog". The example above flouts the maxim of manner since B produces a more

elaborate, spell out (less brief) version of his or her message. It can be implicated that B doesn't want A to understand what he or she meant.

## **2.6 English Conversation**

One undeniable fact about language is that it exists and used in a community. Conversation happens where there is at least two participants and when communication appears between the participants, they allow the cooperation getting in. Therefore, it is important to mark the term of cooperation in this case. A conversation can go smoothly when cooperation exists between or among its users.

I Ketut Seken (2015:77) said that, “ Generally, conversation can, therefore, be described as an activity in which participants exchange utterances with each other's meanings or messages being conveyed through them”.

Conversation takes place when two people or more meet and talk interactively over some topic or subject where they have the same interest in it and have some kind of understanding. As it is mentioned before that cooperation is important in the case of communication or conversation, so that it is better to study about cooperative principle .

The students who learn English will automatically apply their knowledge of English into the form of conversation. In fact, the main point of learning english is being able to communicate which includes the conversation within. English conversation becomes one of the important parts of this research since the students will draw the implicature by listening to the English short conversation given .



## 2.7 Previous Study

The writer uses two research papers which correlate with the implicature in conversation to develop this thesis.

1. Research by Muhimmatul Khoiroh (2017) entitled “The Analysis Of Implicature In Bridge To Terabithia Movie”.

This research aimed to analyze utterances of the main characters in *Bridge to Terabithia* movie. This research used implicature theory proposed by Grice. This research also used qualitative method as the research design for the result of the research. This research explains the data by showing the context of situation, the types of implicature, the types of maxim, and the types of implicature.

The difference between Syarif’s research and the writer’s research is the focus of the study taken. Syarif’s research focuses on analysis the types of conversational implicature found in the dialogue of particular movie while the writer’s research focuses on the students’ ability in understanding the implicature of a conversation given.

2. Research by Miftahul Huda (2013) entitled “Conversational Implicature Found In Euro Trip Movie”.

The main objective of this study is to discover how utterance can go beyond its literal meaning by disobeying or flouting of some principles by the speaker in dialogue. This study focuses on analyzing the dialogue using the theory of implicature and cooperative principles proposed by Grice theory and the theory of speech act proposed by Searle. This study concludes that the speaker and the listener often flout conversational maxim mostly occurs in informal communication. This research used qualitative approach in the research design

which employs the content analysis. It is intended to investigate that the research problems in relation with flouting maxim and conversational implicature.

The differences between Miftahul's research and the writer's research are located in the objectives and the utterance that being observed. Miftahul's objectives are identifying the conversational implicature and determine the types of conversational implicature. Miftahul's research are focused on Euro Trip movie while the writer's research is focused on english conversation and to identify the students' ability in understanding implicature in a conversation.

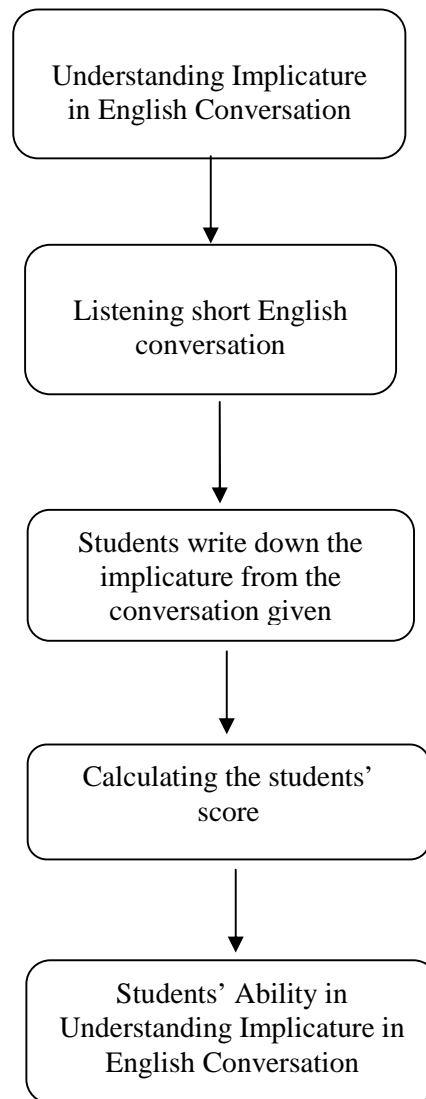
## **2.8 Conceptual Framework**

Implicature is one of the topics discussed in pragmatics. Implicature deals with the speaker intention meaning that doesn't appear directly in the utterance spoken by the speaker. Implicature mostly appears in the conversation. Whenever a conversation constitutes an implicature, it makes the conversation seems to be irrelevant and can lead the listener in to the wrong interpretation of the speaker meaning, but it happens in the case of the interlocutors who are lack of implicature comprehension. Thus, the ability in understanding is needed in this case. There are two kinds of implicature; conventional implicature and conversational implicature. Since the scope of this study is limited on the conversational implicature, the theory given is all about conversational implicature itself.

Conversational implicature concerns the way we understand the meaning of an utterance in the conversation in accordance to what we expect to hear. Thus, when the speaker answer a statement, the answer doesn't make sense very well to be an adequate answer. There are two types of conversational implicature

namely generalized conversational implicature and particularized conversational implicature. The both of them are generally appearing in the conversation but differentiate by the context that is required. Generalized conversational implicature doesn't require a special context, special shared knowledge while particularized conversational implicature requires the special context.

This research is aimed to find out the ability of the sixth semester students of English Department of HKBP University of Nommensen 2018 in understanding implicature in English conversation. The students will be listening some short English conversations which consist of implicature. Then they will be asked to write down the implicature of the conversation given. Then their ability will be seen from the test given by scoring their test. The conceptual framework underlying the research is given in the following :



*Figure 2.2 Conceptual Framework of Students' Ability In Understanding Implicature In English Conversation (Srirejeki Manurung:2018)*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter investigated about the methodology of the the research which was applied by the writer in her research. It contained research design, the time and place of the research, the population and the sample, the instrument of collecting data, the technique of collecting data, the technique of analyzing data.

#### **3.1 Research Design**

There are numerous types of research design that are appropriate for the different types of research projects. The choice of which design to apply depends on nature of the problem posed by the research aims. According to Khotari (2004:32) , “Research design is needed because it facilitates the smooth sailing of the various research option, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.”

This study was conducted by using quantitative design. According to Sugiyono (2011: 13) method of quantitative which is usually called as traditional method is used for the research in numeral and analysis. This method has been used long enough in conducting research. This method also called as discovery method.

Therefore, this research was used to identify the students’ ability in understanding implicature in English conversation. It also described and classified the data into the ability status and analyzed the students ability.

### **3.2 The Population and The Sample**

#### **3.2.1 The Population**

The population of this research was the sixth semester students of English Department HKBP University of Nommensen Medan. The sixth semester students were divided into three groups of classes A, B, C and each class consisted of at least 40 students. Therefore, the total of the population was about 120 students.

#### **3.2.2 The Sample**

The sample of this research was conducted by using purposive cluster sampling used for specific purpose to generate a more efficient probability sample in the term of monetary and/or time resources. The sixth semester students of English Department Group C were chosen to be the sample of this research. There were 40 students who took part in this research.

### **3.3 The Instrument of Collecting Data**

In collecting the data of a research, there are many ways can be applied such as observation, giving test, interview, survey, and questionnaire. In this research, the writer will give test. Short English conversation in the form of audio was used as the instrument in collecting data in order to see the students' ability. The writer gave some short English conversations that contained such implicature and asked the students to write down the implicature of the conversation given.

### **3.4 The Technique of Collecting Data**

The writer had a way in collecting data that the writer wanted to give to the students. The writer applied some procedures as follows:

1. Giving the test to the students namely some listening to some short English conversations.

2. Asking the students to write down the implicature of the conversation given.
3. Collecting the students' work
4. Checking the students' work.
5. Calculating the total of ability by drawing it in table.

### 3.5 The Technique of Analyzing Data

After collecting the data from the students, the writer analyzed the data which had the relation to the implicature found in conversation from the result of the student's test. There were some stages to analyze the data. But, before scoring the students test, the writer transcribed the conversations from audio listening into written conversation .

In scoring the written test, the scores are from 0-100 for all components and the students got 100 point as the highest score. The formula could be seen as follow:

$$S = \frac{R}{N} \times 100$$

Where:

S : Score of the test

R : Number of the correct answer

N : Total number of the test items

After getting the students' score, it was needed to categorize the students score or mastery. Kurniawan (2016) states the criteria of students' mastery as follows:

**Tabel 3.1 The Criteria of Students' Mastery**

No	Score (Scale 0-100)	Level of Mastery
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	0-39	Very Poor

To calculate the average or the mean of students' score, the writer used the formula below:

$$\bar{M} = \frac{\sum X}{\sum Y}$$

Where:

$\bar{M}$  : Mean

$\sum X$  : The total score of The students

$\sum Y$  : The total number of the students

To determine whether the students are regarded successful or able, at least the average or mean of the total score of the test should be 66 or more. But if less than that, the students are considered to be unable.

To calculate the percentage of the students ability in understanding impicature in English conversion, the writer used a formula. The formula is below :

$$P = \frac{R}{T} \times 100\%$$

Where:

P : Percentage of the students

R : Number of the students

T : The total number of students.



