

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is used by human beings to communicate with one another. Language and humans cannot be separated each other. Language, as a communication mean is necessary to be mastered. Without language, it is impossible for a human can't communicate and interact with others well. Everyone does daily activities using language. These activities include talking with a friend, listening to teachers, reading assignments, surfing the internet. and language is one of the parts of linguistics.

Linguistics is the study of language. Linguistics discusses many different facets of language, such as form, meaning, structure, and context. Linguistics aims at providing theories of natural language. Natural language is a human written or spoken language used by the community. The various sub-branches of linguistics concern with how languages are structured, what they have in common, how they are acquired and used, how they change. In linguistics learn about phonology, morphology, Semantics, and Pragmatics.

Pragmatics is seen as an understanding between people to obey certain rules of interaction. In everyday language, the meanings of words and phrases are constantly implied and not explicitly stated. In certain situations, words can have a certain meaning. Pragmatics learn how words can be interpreted in different ways based on the context. In pragmatics, students study Deixis, Speech Act, Presupposition, and Implicature.

Implicature is indirect or implicit which is a process in which the speaker

implies and a listener infers. There are types of implicature, they are conversational implicature and conventional implicature. Conversational Implicature is the assumptions suggested by the speaker and inferred by the hearer in an exchange situation. These assumptions are not encoded in the words said but are generated by the interlocutor cooperation to achieve rational communication.

Recognizing that nowadays is a modern era, many people use an alternative way of doing communication, as an application is Google Meet. Through this application, lecturers and students can do communicate in the form of video calls and also chatting. In this case, also, the writer is interested in analyzing the implications of communication or conversation by students of the English Department of the HKBP Nommensen University. Besides it is a novelty, this proposal also helps us in realizing and increasing our knowledge of the implicature or indirect meaning of what is said and the feedback.

Based on the writer's primary research that was done in early February at the first week for the second semester in transactional speaking on Google Meet English department at Nommensen HKBP University, the writer found those kinds of conversational implicature. The result of the primary research showed below:

**Table 1 1 The list of conversational implicature utterances types**

No	Students' Name	Conversation	Utterances	Types of Conversational Implicature
1	Eva, Wika, and	Eva: Have you seen that new	Susan Jacobs.	Generalized implicature

	Amelia	<p>girl? What's her name?  <b>Wika: Susan Jacobs.</b>  Eva: Do you know who she reminds me of?  What's her name? Marjorie Dawes from Little Britain – "Fat Fighters".  Wika : Oh, I love that show!  (Putting on a funny voice) I'm a lady!  Eva: Look at her running.  She's such a whale.  Amelia: Eva!  Eva: What?  Amelia: You can't say that!  Eva: Why not?  Amelia: You shouldn't pick on her because of her size. She told me that she's been fighting a losing battle with her weight recently.  Eva: So what would you call her then?  Wika:<b>Amelia would probably say that she's horizontally challenged.</b>  Eva: (Laughing) Ha ha!  That's a bit better than whale, ain't it?  Wika: <b>Personally I think that Susan is fantastic!</b>  Amelia: I wouldn't call her</p>		
			Amelia would probably say that she's horizontally challenged.	Particularized Implicature
			Personally I think that Susan is fantastic!	Particularized Implicature
			OK, Amelia. Forget it.OK?Listen, next week it's my birthday, and I'm not saying I really want earrings but... Well, I'm not going to say any more. (She winks)	Particularized Implicature

		<p>anything. Why don't you two just be nice to her?</p> <p>Eva: <b>OK, Amelia. Forget it.</b></p> <p><b>OK? Listen, next week it's my birthday, and I'm not saying I really want earrings but... Well, I'm not going to say any more. (She winks)</b></p>		
2	Anggi and Intan	<p>Anggi : Hey Intan, I saw your onlineshop, and I'm interested with your lipgloss?</p> <p>Intan: Oh yeah.. You may have it.</p> <p>Anggi : How much?</p> <p>Intan: <b>Rp. 35. 000, 00</b></p> <p>Anggi: Can I get discount ?</p> <p>Intan: <b>I'm sorry but it'll be better if you buy it from another.</b></p> <p>Anggi: Alright. Then just keep one for me</p> <p>.</p> <p>Intan: with my pleasure.</p>	<p>Rp. 35.000, 00</p> <p>I'm sorry but it'll be better if you buy it from another.</p>	<p>Generalized Implicature</p> <p>Particularized Implicature</p>

Based on the primary research result data above, the writer found that there are two types of conversational implicature that appear in Google Meet, namely generalized and particularized implicature. Where from 5 people who did the transactional conversational there 4 utterances that referred to particularized

implicature, they are: “*Amelia would say that she’s horizontally challenged*”, “*Personally I think that Susan is fan-tastic!*”, “*OK, Amelia. Forget it. OK? Listen, next it’s my birthday, I’m not saying I really want earrings but... Well, I’m not going to say any more. (Shewinks)*”, I’m sorry but it’ll be better if you buy it from another”. Those kinds of utterances above are categorized as particularized implicature because the response of the questions asked was more than the answer that the speaker needed which occurs to special context or in other word, we can say that those responses are insinuation. After that, 2 of those utterances categorized as generalized implicature from a total 6 utterances found are: “*Susan Jacobs*”, “*Rp. 35. 000, 00*”. It shows that those kinds of responses only answer or respond to the questions required.

Realizing from the total of six utterances above, we see that there are four particularized implicatures and two generalized implicatures. It means that particularized implicature is the dominant one, through realizing the frequency of all utterances above.

Based on the finding above, the writer is interested and will conduct the study entitled “**analysis conversational implicature by students’ second semester in transactional speaking on google meet English Department at Nommensen HKBP university**”

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

From the background of the study above the problems of the study are:

1. What kinds of conversational implicature are uttered by students’ English department at Nommensen HKBP University through google meet?
2. What is the dominant conversational implicature uttered by students’

English department on Nommensen HKBP university through google meet?

### **1.3 Objectives of the Study**

From the background of the study above the objectives of the study are:

1. To find out kinds of conversational implicature uttered by students' English department on Nommensen HKBP University through Google meet.
2. To find out the most dominant one of conversational implicature uttered by students' English department on Nommensen HKBP University through Google Meet.

### **1.4 The Scope of the Study**

There are two kinds of implicature, they are conversational and conventional. The focus analysis of this study is conversational implicature based on Grice Levinson in Rahayu and Safnil 2016 theories. Conversational implicature is implications derived from the conversational principles and assumptions, relying on more than linguistic meaning words in an utterance. Recognizing the source of data is google meet application, the writer only chooses any utterances that refers to conversation implicature kinds, they are particularized and generalized and also scalar.

### **1.5 The Significances of the Study**

The significances of this study are divided into two, as follow :

#### 1) Theoretically

- a. The result of the study is expected can be useful to enlarge the study in conversational implicature.

- b. The writer is expected able to analyze conversational implicature.

## 2) Practically

- a. For the writer, the result of this research was useful when the writer to be a lecturer in the future to teach all students about conversational implicature.
- b. For the teachers, this research can be a reference knowledge and information to teach all students about conversational implicature.
- c. For the students, able to an understanding conversational implicature.
- d. For the writer, this research result may help them finding references for further research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Linguistics**

Linguistics is the study of language. Linguistics is talking about many facets of language such as structure, meaning, form, and context, but the facets are divided into some domains of linguistics.

In the book *Telaah Linguistik untuk guru Bahasa Kuntarto, E. (2017) Linguistic Studies for Language Teachers* it is said that Linguistics is the study of 'natural language'. This usually includes the study of the structure of language (grammar), the study of meaning (semantics) and the social function of language (sociolinguistics). In recent years it has become a popular subject to study.

Linguistics is a science that takes language as its object of study (Chaer, 2007). It is further explained that the learning of scientific language under the name Linguistics only began at the end of the nineteenth century.

The writer takes the conclusion that linguistics is the study scientific study of human language and linguistics can be broadly broken into three categories or subfields study language form, language meaning, and language in context.

#### **2.2 Pragmatics**

Pragmatics is a branch of linguistics, which is the study of language. Pragmatics focuses on conversational implicature, which is a process in which the speaker implies and listener infers. Therefore, pragmatics studies language that is not directly spoken instead, the speaker hints at or suggest a meaning, and the listener assumes the correct intention.



Yule (2006:112) Said that Pragmatics is communication that depends on not only recognizing the meaning of words in an utterance but recognizing what speakers mean by their utterances. In many ways, pragmatics is the study of ‘invisible’ meaning, or how we recognize what is meant even when it isn’t said or written. Therefore, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate.

### **2.2.1 Implicature**

An Implicature is something the speaker suggests or implies with an utterance, even though it is not expressed efficiently than by explicitly saying everything. Implicatures can aid in communicating more efficiently than by explicitly saying everything we want to communicate. This phenomenon is part of linguistics, a subdiscipline of linguistic.

According to Jacob, (2001: 45) word ‘implicature’ is derived from the verb ‘to imply’ means ‘to fold something into something else (from the Latin verb implicature ‘to fold’); hence, that which is implied is ‘folded in, and has to be ‘unfolded’ to be understood. Imply is to hint, suggest or convey some meaning indirectly by means of language. So, an implicature is generated intentionally by the speaker and may (or may not) be understood by the hearer. Implicature is divided into two parts, they are conventional and conversational implicature, which will be described as follows.

#### **2.2.1.1 Conventional Implicature**

Conventional implicature is an implicature that does not depend on a particular context of language use (Jacob, 2001:49). Certain expressions in language implicate by themselves, or ‘conventionally’, a certain state of the

world, regardless of their use. Such implications can not be attributed to our use of

language in conversation, on the contrary: they become manifest through (sometimes despite) such use. For instance, the word ‘last’ always denotes (by conventional implicature) ‘the ultimate item in a sequence’, as in the last page of a book or manuscript: in contrast, in conversation, it might imply: ‘that which came before the time of speaking’, as when a speaker refers to ‘last winter’.

In another hand, conventional implicature is automatic and non-cancelable. Such a view is open to criticism, however. First of all, one should resist the temptation to believe that anything in pragmatics can be explained by “laws”. Simply we can say that this type of implicature is associated with specific words and result in additional conveyed meanings when those words are used.

#### **2.2.1.2 Conversational Implicature**

According to Jacob (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 does not make ‘sense’ can very well be an adequate answer. For instance, if a person asks me: What time is it

It makes perfectly good sense for me to answer:

The bus just went by,

In a particular context of a conversation, this context should include the fact that there is only one bus a day, that it passes by our house at 7:45 am each morning, and that my interlocutor is aware of this and takes my answer in the spirit in which it was given, viz as a hopefully relevant answer. Notice also that if we limit the pragmatic explanation to the strictly grammatical, we would have to

exclude such relevant answers since there are no grammatical items in this Interchange that carry the required information about the users and their contexts. To know what people mean, you have to interpret what they say. But interpretation is a tricky affair: misunderstanding is always possible, and something seems to be the rule rather than the exception.

Conversational implicature is divided into two parts are generalized and particularized, that will be described as follows:

### **1. Generalized**

One types of conversational implicature is generalized conversational implicature. The implicature arises when utterances produced by the speaker give implied meaning based on context. Types of conversational implicature regarding to its context is generalized conversational implicature. Generalized conversational implicature does not concern with special context. The general knowledge means that not need specific knowledge to identify the implicature when the conversation occurs. As part of conversational implicature, the general conversational implicature also has the characteristics. When discuss about generalized conversational implicature, the thing that also needed to be discussed was scale implicature. A number of other generalized conversational Implicature discussed on the scale of values and known as scalar implicature.

For example: John walked into a house yesterday and saw a tortoise. This expression implies that the house is not John's house

In generalized conversational implicature, a speaker can use the maxim of quantity to invite the inference that no more can be said, as in: A: "I wish you buy a bag and shoes "B:"I buy a bag "By the illustration above, it means that the

speaker B do not buy shoes and it can be understood that the utterance is informative as

required for the speaker (Sri and Safnil 2016: 68).

## **2. Scalar**

Scalar Implicature is the special type of generalized Implicature. Scalar implicature is expressed the quantity such as; all, most, some, few, always, often and sometimes. When producing an utterance, a speaker selects the word from the scale, which is the most informative. (Sri and Safnil 2016: 68).

## **3. Particularized**

The particularized conversational implicature is the second type found from the student's conversations. According to Sri and Safnil (2016: 72-73). Particularized conversational implicature depends on knowing certain context in which conversation occurs. The example was given below: RI came to the Reading Room and joined his friends there. He looked so bored by his face because he just waited the supervisor for checking his thesis in hours. The time for checking was limited for registering the graduation.

RI: I think today so complicated for meet our supervisor (7) TR: No meet your supervisor? (8)

(Does not meet your supervisor?)

RA: We have been waiting for hours (9) TI: More (10)

RI: Two hours (11) TR: Two hours! (12)

RA: Very interesting (13)

## **2.3 Cooperative Principle**

A Principle proposed by the philosopher Paul Grice where by those involved in communication assume that both parties will normally seek to cooperate with each other to establish agreed meaning. It is composed of four maxims: quantity, quality, relation, and manner.

Grice's in Pragmatic Lavinson (1983:101-103) state that "*Make your conversational*

*contribution 'such as is required, at the stage at which it occurs, by the accepted purpose or direction of the exchange in which we engaged'.*

In interaction people expect that their interaction can run well, and do not occur misunderstanding. So that is why to get smoothly communication the participant must obey the rules of cooperative principle. Normally information is given as required, truth, stay on topic, and clear. He also argues that in order for a person to interpret what someone else says, some kind of cooperative principle must be assumed to be in operation. Grice suggests that the maxims are in fact not arbitrary conventions, but rather describe rational means for conducting cooperative exchange.

Grice's description, based his cooperative principle on four sub-principles or maxims, they are:

#### 1. Maxim of Quantity

Maxim of quantity requires the speaker to make contribution that is as informative as is required. When someone contributes more information than is required, then it can be said that he/she violated Quantity maxim. The speaker does not allow to make his contribution neither shorter nor longer than is required.

Widdowson in Alfina and Subiyanto (2007:58) described maxim of Quantity in the conversation below:

Q: Could you tell the court what you did on the morning of February 10th?

A: I was woken by alarm clock at 7.15 in the morning. I got out of bed. I put on my slippers and went to the bathroom and turned on the cold tap over the washbasin, took my toothbrush and cleaned my teeth (Widdowson, 2007:58).

From the conversation above we know that the speaker was only asked about what speaker

was doing in the morning of February 10th, yet the speaker provided too much information for the answer. By giving this answer, it can be implied that the speaker was trying to hide the real activities he was doing during the morning of February 10th. It is also clearly stated to us that the conversation above violated the maxim of Quantity.

## 2. Maxim of Relation

The concept of this maxim is by saying something that is relevant to the topic. This maxim requires relevance between the speaker and the hearer. Widdowson (2007:61) has an example of this maxim. It is a little conversation between a husband and wife getting ready to go out for an evening. The wife asks the husband. Wife: how do you like my new hat? Husband: very much. Husband: looks nice Husband: well, not sure it is quite your color. Husband: it is ten past eight already. The husband for some reasons at the end chose not to comply with the maxim of relation. There are some implicatures regarding his answers violating the maxim. Perhaps he actually hated the hat or he just became impatient since they were already late to go out.

## 3. Maxim of Manner

Maxim of Manner requires contribution that is clear, brief, orderly, and unambiguous. Speakers are required to say things that avoid ambiguity and obscurity of expression in order to not violate Manner maxim. There is an illustration from Kunjana (2007:57).

Daughter : Mom, I wanna go back to the town tomorrow.

Mother : I have already prepared in on the desk.

This conversation involves a daughter who is still a student living in dormitory far away from her home and her mother. As we can see above, the daughter has an ambiguity of what she said. She did not just mean to inform her mother about her leaving but also, she had intention to ask her mother for money yet she did not utter it well.

## **2.4 Transactional conversation**

Transactional conversation is conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates. It is an interaction which has an outcome, for example, buying something in a shop, enrolling in a school (Nuha, 2014: 211) . In such contexts the range of language used is relatively limited and therefore reasonably predictable because speaking happens in real time and is often characterized by unfinished utterances, reformulation, overlapping utterances, grammatically incorrect utterances. Participants must follow cultural conventions which include factors such as gesture, body language and facial expression. Decisions have to be made about the direction of the exchange and how to deal with unexpected difficulties. Speech events differ from each other according to characteristics such as the degree of distance, formality, spontaneity and reciprocity. For example, a job interview would be characterized by distance, formality, some reciprocity and relatively little spontaneity. At the other extreme, meeting someone informally for the first time is reciprocal and spontaneous. However, even those events which seem spontaneous can in fact be predictably organized and do incorporate set phrases. So, greetings, introductions and conclusions follow predictable lines. Students at this level need to be made aware of conventions of transactional exchanges and introduced to the particular language which they might expect to hear and use.

## **2.5 Google Meet**

The use of video-conferencing has increased as technology has advanced. Transmitting live video and audio simultaneously over the internet (or telephone lines) is referred to as the ‘virtual classroom’ in this project. The virtual classroom, or compressed video, is delivered in

real time. One of the fastest, most popular modes of delivering instruction is via live video (Ostendorf,1997).

A virtual classroom is an online learning environment (Wang & Newlin 2012).The delivery format goes by a number of names: e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, or web-based learning (WCET, 2004).

The online virtual classroom has another advantage as interactions which are learner-content, learner-instructor, and learner-learner in the online environment (Hillman et al., 1994; Miltiadou & Savenye, 2003; Moore, 1989; Riel & Harasim, 1994) According to Jason (2001), students view the use of the virtual classroom as an ease of accessibility.

## **2.6 Dominant Theory**

In Descriptive approach, the researcher can make a prediction of variable that included into correlation level (Nugrahani, 2014 :31). Also, according to Sugiyono (2012: 13) descriptive research, namely, research conducted to determine the value of the independent variable, either one or more (independent) variables without making comparisons, or connecting with other variables. All was done basically by counting how often something appears in the data and comparing one measurement with others or in other hand it is called as the dominant.

Based on the explanation above , the researcher intends to bring this theory realizing her second problem of the study or the objective study of the researcher “to calculate the dominant conversational implicature one used by students at the second semester in transactional speaking on Google Meet English Department at Nommensen HKBP University. At the end of the analysis, not only dowe have a mass of a results but we also have what we might call “the big picture” :the major findings



## 2.7 The Previous Related Study

The writer puts some related studies to this thesis proposal. The writer evaluates these following relevant studies in attempt to strengthen this thesis.

The first study was conducted entitled "*Conversational Implicature on the Chew Talk Show*", published online 2016. This research focuses on implied meaning in The Chew talk show using Grice and Yule Theory of implicature is written by Nadya Alfi Fauziah. In her research wrote the study highlights the utterance referred to the generalized conversational implicature when the speaker produced an utterance which does not depend on particular features of the context. Since the utterances are clear, the hearer can interpret the meaning easily based on their general knowledge. Secondly, the utterance is kind of particularized conversational implicature. When the speaker produced an utterance which depends on particular features of the context. The hearers are required to hear the explanation from the speaker in order to understand the meaning of the utterance. On the research, the researches argues that some utterances which containing generalized conversational implicature are often used by every person because it does not need any specific knowledge to be interpreted. It proved that the number of the data that the writer found. While the second type, particularized conversational implicature is used only by someone who has specific knowledge Therefore, this type is rarely found on his research. Furthermore, each category has both difference and same function because conversational implicature on the utterances depends on the text and context and this finding to be as a reference to an analyze conversational implicature by students second semester in transactional speaking on google meet English department at Nommensen HKBP

The second was conducted entitled "*Types of Implicature in Informal Conversations Used by The English Education Study Program Students Journal*". Published online 2016. They study was investigated the types of implicature in informal conversations used by the English

education study program students. The study was aimed to analyze the types of implicature and how the implicature is carried out in the informal conversations. The method of study was a descriptive qualitative method. The subjects of this study were 25 students of English study program who have informal conversation. The students' conversation was transcribed and analyzed by using checklist instrument. The results was shown that 1) there were three types of implicature found in the informal conversations; conventional implicature, generalized conversational implicature and particularized conversational implicature, and 2) the implicature is carried out in the informal conversations by the used of generalized conversational implicature and particularized conversational implicature. From the journal above, the writer finds that the frequency Generalized Conversational Implicature reach to 10 times with its percentage 52.6 %, and Particularized Conversational Implicature reach to 9 47.4 %. Moreover, a conclusion is students in the informal conversation have potentially implicature that in dictates that their utterance has implied meaning on Generalized

Conversational Implicature and this finding to be as a reference an analyze conversational implicature by students second semester in transactional speaking on google meet English department at Nommensen HKBP

Both of the previous related studies above, are really help and contribute the writer to understand how conversational implicature uttered by students and counting the dominant kind of conversational implicature uttered by students of Nommensen HKBP University through Google Meet.

## **2.8 Conceptual Framework**

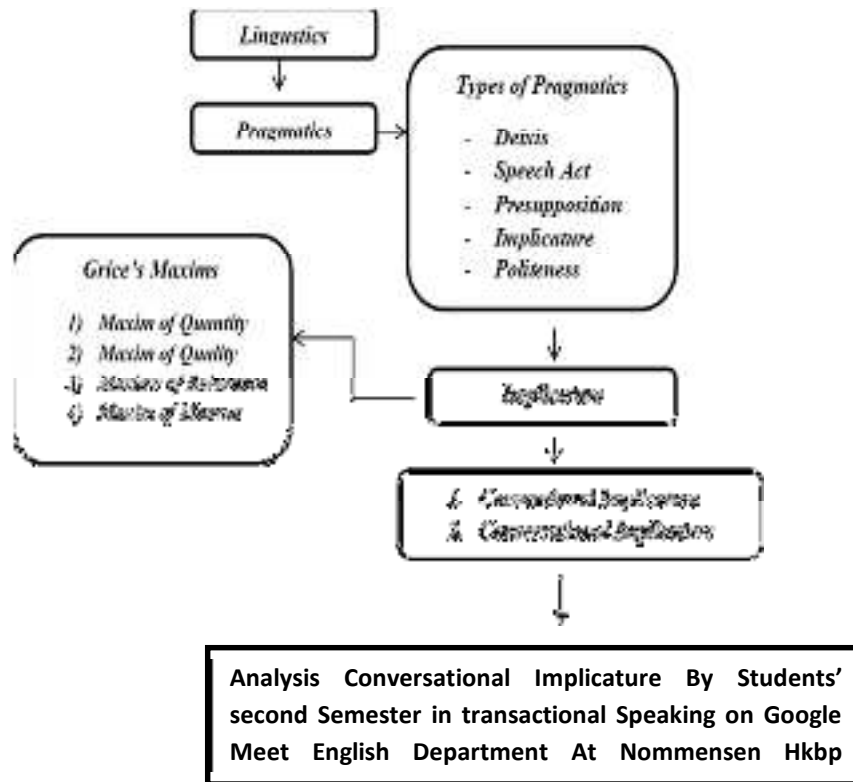
Pragmatic has five parts, they are deixis, speech act, presupposition, implicature and politeness. Implicature is divided into two parts, they are Conventional and conversational. The

writer will focus on conversational implicature kinds.

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 does not make 'sense' can very well be an adequate answer. Recognizing that this conversational implicature is a form of informal conversation, so it can be communicated or uttered in some ways. One of them is through Google Meet application by the students of Nommensen HKBP University.

They are two major elements of conversational implicature, such as Generalized and Particularized, and they will be analyzed through data collection, data condensation, data display and the last one is drawing and verifying conclusion of the conversational implicature data. Through the conceptual framework, the every parts that connected to the conversational implicature will be real Figure

2.7 An analyze conversational



**Figure 2.9 analysis conversational implicature on by students' second semester in transactional speaking on google meet English department at Nommensen HKBP University(Situmorang, Shaniya Margaretha: 2021).**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This part explained the research approach and method used in conducting this study. The researcher used descriptive qualitative as the method in analyzes types of conversational implicature on Students of the second semester in Transactional Speaking subject on Google Meet English Department at Nommensen HKBP University and find the most dominant one.

The researcher used descriptive qualitative in analyzes and elaborating the data as the text, in the form of a clause. According to Hancock et.al (2009:7), qualitative is concerned with developing an explanation of social phenomena. It is concerned with the social aspects of our world. The descriptive approach centers on human being's way of making sense of their reality and attaches meaning to it. It is a form of social inquiry that focuses on how people interpret and make sense of their experiences and the world they live in. People are not individual entities who exist in a vacuum but explore their world within their entire life context. The purpose of this study an analyzes the conversational implicature used by students in the second semester in transactional speaking on Google Meet English Department at Nommensen HKBP University.

In qualitative research, the research is interested in using the data to describe a phenomenon, articulate what it means, and understand it. Different approaches required different types of analysis: in this introductory text, the researcher focused on conversational implicature a part of Pragmatics, such as generalized implicature and particularized implicature. Most types of

analysis involve the categorization of verbal or behavioral data, for purposes of classification, summary, and tabulation.

### **3.2 The Source of the Data**

In this research, the researcher analyzed the types of conversational implicature namely; generalized and particularized. In this study the researcher analyzed conversational implicature on students of second semester of English Department of Nommensen HKBP University. The researcher analyzed 10 videos of conversations from 20 students in the class. The data is utterances in form of conversation.

### **3.3 The Subject of the Study**

The subject of the study is the students at the second semester of English Department of Nommensen HKBP University Medan.

### **3.4 Instrument of Collecting Data**

The data collected by applying an observation. The researcher observed the students' conversation through doing class conversation in Google Meet application, which only use English language.

### **3.5 Technique of Collecting Data**

The writer has directed students to directly do the conversation on Google meet. The steps of collecting the data in this research employs several techniques ware:

1. Inviting the students to join the class by Google Meet.
2. Asking them to make conversation.
3. Listening their conversation through the Google Meet.
4. Making the students' conversation transcribe
5. Identifying the conversation based on the types of conversational implicature.

6. Classifying the types of Conversational implicature.

### 3.6 The Technique of Analyzing Data

The data of the research was analyzed in some following techniques. Data analysis is the important step of every research. In order to answer the research problem number one, the researcher will use the following technique:

1. Identifying the types of conversational implicature.
2. Classifying the data based on each type of conversational implicature.

Then, In order to answer the research problem number two, the researcher used the following technique:

1. Calculating the conversational implicature based on each type. The formula and the sample of analysis in form of the table are follows based on Hancock et al (2009:24) :

$$N = \frac{f(x)}{n} \times 100\%$$

More details :

N : percentage of types

$f(x)$  : total types frequency of the sub category

$n$  : total types of all categories

#### **Sample of Analysis**

Analysis Conversational Implicature By Students' second Semester In transactional Speaking On Google Meet English Department At Nommensen HKBP University

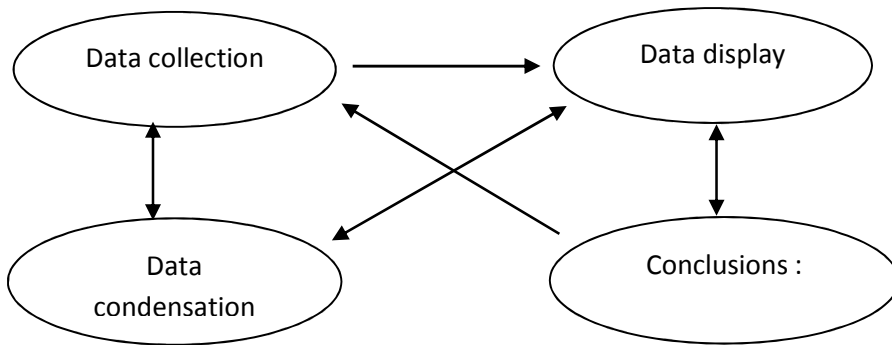
**Table 3.6 The Percentage of Conversational Implicature Types**

No	Types of Mood	Number	Percentage
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1	Generalized	.....	.....
2	Particularized	.....	.....

Based on technique of analyzing data above, the researcher was need some chronological steps in analyzing the data. Therefore, after collecting the data through technique of collecting data, data condensation, data display and also drawing and verifying conclusion will be needed to identify the data regarded. All of these steps above are the most needed to identify the data later. According to Hancock et.al (2009: 24) analysis data in a research project involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features, and the data will be analyzed with qualitative research.

Data analysis in qualitative research is considered of Miles, Huberman and Saldana (2014: 31-32) into four steps occur together, the first is data collection, the second is condensation, the third is drawing and verifying conclusion and the last step is data display. In this study, the researcher will use following steps to analyze the data.



**Figure 3.6:** *Component of Data Analysis Model (Miles, Huberman and Saldana, 2014: 33)*

### 3.6.1 Data Condensation



Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming of rough data appeared from notes written in the field. Through condensing, it made data stronger, data condensation is not something separate from analysis.

Data condensation is a form of analyzing which sharpened sorts, focusses, discards, and organizes data in such a way that “final” conclusions could be drawn and verified. The following of the process in data condensation were:

- a. Selection, the writer selected the data from the video conversation by the students.
- b. Focus. At this stage the focused on conversation in video as the data object.
- c. Simplifying, in this way the researcher converted the data to be simplified into types of implicature. The types of conversation which consists of the conversational implicature used in the video conversation.
- d. Abstract, in the abstracting process, the data to be evaluated are mainly in the form of types conversational used in video conversation.

### **3.6.2 Data Display**

After condensing the data, the next step is to display the data. Data display is an organized, compressed assembly of information that allowed conclusion drawing and verifying activity to be showed. The researcher was presented the data in analysis, which was show in the form of table, to make the researcher easily in understanding. The following steps conducted the researcher in presenting data through grouping the data into types of conversational based implicature on error of slip of the tongue and pathology speech in five types of error such as addition, omission, misformation, misordering and error of blends

### **3.6.3 Drawing and Verifying Conclusion**

Drawing and verifying conclusion is one of the important steps in this study. After drawing parts of the data is decided as an absolute data, verifying conclusion is the right way in united the entire collected, reduced and displayed data. This is a way to know the result of the data after the data display. In this step, the researcher made conclusion after completely identifying types of phonology error as part of speech its realization used on video speech.

### **3.7 Data Validity**

The trustworthiness of the data is very needed to be checked to examine the validity of the data. In this research, the triangulation technique is used by the researcher to observe the validity of the data. Determining the truth about the same social phenomenon is not the purpose of triangulation However increased one's understanding of what had been researched (Sugiyono, 2007: 330). The qualitative cross-validation is called as triangulation, and which is assessed is the sufficiency of the data according to the convergence multiple data source or multiple data collection, said William Wiersma in Sugiyono (2007: 372). There are four types to identify the triangulation of data (Norman Denzim, 1978), they are:

#### **3.7.1 Data Triangulation**

Data triangulation related to the use of various or different data or information (people, space and time) in a research, for example qualitative and quantitative data. The process of rechecking and comparing information by researchers which obtained in the different source is called as data triangulation. Comparing observation data and interview data students and test is the method the researcher used to get the data. The comparisons being compared by the researcher are students' utterances, informant information and circumstances or perspective of different people in similar context. In addition, according to Olsen (2004: 3) stated that

interpretable triangulation data in social science is often considered to be often helpful in validating claims that might arised from initial pilot studies or the mixing of data from some perspectives complete to obtain more comprehensive data.

### **3.7.2 Investigator Triangulation**

Investigator triangulation related to the use multiple researcher to obtain more valid data. Work in team is the way it took to make sure the validity of data.

### **3.7.3 Theory of Triangulation**

Theory triangulation related to the use of two or more theories which is combined when examining a phenomenon and situation. Inclusion of some theories need to be made more.

### **3.7.4 Methodology of Triangulation**

Methodology triangulation related to the effort of checking the data or data result. To conduct phenomenon and situation by using some methods are called as the aim of methodology triangulation. The mix of method approaches used in social science research, where the result from one method are used to enhance, argument, and clarify the result of others as same as methodology triangulation

Therefore, in this research the researcher used data triangulation. It meant that in this research needs to include some more complete data to examine the results of this study to make sure the data validity.