CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Language is a word that has meaning and used to communicate with other people. Language is the most important in our daily life. Learning a language is not something new to all people because language has been possessed since we were born. People use the language for express their ideas, attitudes, emotions, and feelings to other people. Language makes you to speak, read, write, listening to others. As we know there are many languages in the world that people used. One of the important international languages needed to be learned is English. English is an international language that is used by many people in the world. Knapp and Watkins (2005: 14) stated that language is both natural and cultural, individual and social. People used it to define who we are and to shape our place in life.

Talking about language is certain talking about linguistics. According to M. P Sinha (2005:7) Linguistics surely studies the phenomena of language but the study is not an end itself, it must benefit mankind. Linguistics awareness should form part of general knowledge alongside such domains as basic math and science, current affairs and physical health. In linguistics the speaker is called the addresser and the listener is called addressee, the people do not speak meaninglessly, the people have something to say (content) the meaning of which is determined by the context. In linguistics we learn about Phonology, Morphology, Semantics, and the last Pragmatics.

Pragmatics is the study of relationship between the language and the context based on explanation of the meaning language. Pragmatics learned how words can be interpreted in different ways based on the context. Pragmatics is an approach used to explore the way of

listener to interfere an utterance that is uttered by the speakers in order to arrive at an interpretation of the speaker's intended meaning. Levinson (2008: 24), pragmatics is the study of the ability of language users to pair sentences with the contexts in which they would be appropriate. In pragmatics students study about Deixis, Speech Act, Presupposition, and Implicature.

Implicature is an indirect or implicit which is a process in which the speaker implies and a listener infers. Implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said. The statement above means that implicature is related to pragmatic and as a subject which is discuss about meaning based on context and speaker's expression. Implicature as a notion refers the functional aspect of language; it identifies how individuals comprehend meanings that are not stated in an explicit way in their speech. In fact, implicature is produced as a result of interlocutors' interpretations and it conveys meanings beyond the surface structure of the utterances (Archer et al., 2012). There are two types of implicature, namely conversational implicature and conventional implicature.

Mey (2001: 45) defines a conversational implicature as something, which is implied in conversation, that is, something that is left implicit in actual language use. It could be also said that conversational implicature concerns the way we understand an utterance in conversation in accordance with what we expect to hear.

Based on the writer experience in doing PPL in SMK Negeri 1 Lubuk Pakam, not all students have the ability to speak English well. Some of them have different abilities. They are in vocabulary, understanding in English, and the ability to speak in English. So when the teacher ask the students, they are be reluctant to answer the teacher's questions in English. It was due to

the lack of vocabulary of the students when the teacher teaches the students in classroom, she uses conversational implicature in their teaching. Types of conversational implicature namely, generalized conversational implicature and particularized conversational implicature. The researcher will conduct study titled "The Analysis of Conversational Implicature Used by English Teacher in Teaching learning Process at SMK Negeri 1 Lubuk Pakam"

1.2 The Problems of the Study

Based on the background of the study the statement of the problems in this research are formulated as:

1. "What the types of Conversational Implicature are performed by the English teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam?"

2. "What is the most dominant types of Conversational Implicature by the English teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam?"

1.3 The Objectives of the Study

1. "To find out the types of conversational implicature by the English teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam"

2. To find out the most dominant type of conversational implicature used by the English teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam"

1.4 The Scope of the Study

There are two types of implicature, there are conventional implicature and conversational implicature. In this research analysis focuses on conversational implicature by Grice theory that used by teacher and students. Grice distinguishes conversational implicature into two types, those are generelized conversational implicature and particularized conversational implicature.

1.5 The Significance of the Study

The findings of this study are expected to be useful for the following:

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 teacher, the result of this study can be used teacher especially for English teacher to apply conversational implicature in their English classroom activity. In addition, it can give more information to the teacher about conversational implicature and know what types of conversational implicature usually they use in their classroom activity.

   b. For the students, after knowing information about implicature, the students are hopefully able to know and understand the function of their teacher implicature in their classroom activity.

   c. For the future writer, the result of this study can be used as references for the next writers.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter, the writer presents a review of related literature and explanation of the related materials collected from some books and written by some experts in related fields. It is intended to give some clarification of the term used in this research. It is very important to discuss and clarify the concept and theories, so that readers can get point clearly. Theoretical framework of this proposal is present and discuss as the following:

2.2 Language

Language is a tool for communication in the world. It is very important for social life. People uses language to express their feeling and mind to other people understand their meaning in daily activity. Richard (2002: 283) said language as the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences, utterances. Meyer (2009:3) said "because language is a system of communication, it is useful to compare it with other systems of communication". Communication between humans is about exchanging information, feeing, and even idea. So language is a set of tools that make the information, feeling, and idea to be conveyed. Someone who studies language is called as linguist.

Language is process of thinking to express the ideas, emotion, mind, and intelligence. Kate Burridge and Tonya N. Stebbins (2016:2) says that language is very significant part of what makes people human and what allows people to communicate with others as social beings. According to Nunan and Choi (2010:4) "language is only one of many semiotic systems with which learners make sense of the world expressed in different language". The acquisition of another language is not an act of disembodied cognition, but is the studied, spatially and temporally anchored, construction of meaning between speakers and listeners who each carry with them their own history of experience with language and communication.   Kamarudin (2016:13) states that "Language is used for many purpose, it can be for expressing feelings, asking questions, protesting, criticizing, making request, promising, thanking, insulting, apologizing, and say hello and goodbye. In other word people usually use language in their daily life for communicating with the others in order to inform, to express their ideas, and to build up their social relationship.

Based on explanations above, the writer summarizes that Language is one of the important in this life because all the people need language to communicate, to interact, and to get information from others. Language is also as process of thinking to express the ideas, emotion, mind, and intelligence. The social world go around and people do much more than just communicate with language. Talking about language it means that talking about the thinking process of human's life.

2.3 Linguistics

When we know a language, we can speak and be understood by others who know that language. Cook (2002:20) defines "Linguistics is the academic discipline concerned with the relation of knowledge about language to decision making in the real world". It means that Linguistics is the science that studies about language. Bauer (2012:3) "Linguistics is the word meaning 'relating to language' as well as the word meaning 'relating to linguistics". From this definition that given by Bauer, it can be conclude that linguistics has a close relation to language.

According to Arnawa (2008) defines linguistic as science who study the universality of language or study of common. That actually applies to the language storm universally. Linguistics concerned with the nature of language and communication.

According to Odgen (2009:1), linguistics is the formal study of language. Its main sub-disciplines are: syntax, the study of sentence structure; semantics, the study of meaning ; pragmatics, the study of meaning in context; morphology, the study of word structure; sociolinguistics, the study of language in its social context; phonology, the study of sound systems; phonetics, the study of the sounds of speech.

Based on explanation above, the writer can be concluded that Linguistics is the scientific study of human language, that analysis the form, meaning and context of the language, means

that the people do not speak meaninglessly, but the people have something to say and the meaning of which is determined by the context.

2.4 Pragmatics

Pragmatics is a branch of linguistics which is talked about meaning and the use of language in the communication. Studying pragmatics is very interesting because it learns the meaning of utterances by involving the context. Pragmatics is the study which belief is what is communicated is more than what is said. Pragmatics focuses on conversational implicature, which is a process in which the speaker implies and listener infers. Yule (2006: 112) Said that Pragmatics is communication clearly 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 actually said or written. The writers must be able to depend on a lot of shared assumptions and expectations when they try to communicate.

According to Nivis Deda MA (2013:1) Pragmatics is the way we convey the meaning through the communication. The meaning includes verbal and non verbal elements and it varies according to the context, to the relationship between utterers, also to many other social factors.Its dynamic growth makes English an international language that connects people all around the world. As a consequence, English can be regarded as the common focus of all English speakers who do not share a language or a culture. As a matter of fact, English is spoken in different settings and levels of intercommunication. As a result, speakers must know many pragmatic elements in order to avoid inaccuracies and misunderstandings during communication. Such a great usage of English language requires a pragmatic competence which will help all those who speak or learn English as a second language. Pragmatic competence refers to the ability to

comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs.

Based on definition above the writer takes the conclusion that pragmatics is the study of meaning contained the utterance in context. Therefore, in pragmatics view, to appreciate and to interpret the meaning of a statement or an utterance, one must consider the relation between language and context in which the situation is uttered.

2.5 Implicature

Implicature is something the speakers suggest or implies with an utterance, even though it is not literally express efficiently than by explicitly saying everything. Implicature is a technical term in the linguistics branch of pragmatics coined by Paul Grice. Grice in Brown & Yule book (1983:31) mentioned that implicature is to account for what a speaker can imply, suggest, or mean, as distinct from what the speaker literally says. There are two types of implicature:

1). Conventional implicature determined by the conventional meaning of the words used.

2). Conversational implicature which is derived from a general principle of conversation plus a number of maxims which speakers will normally obey. The general principle is called cooperative principle. Grice's four maxims characterize this co-operation: the hearer will assume that the speaker is only saying things that are relevant to the current state of the conversation, giving neither too little nor too much information, speaking truthfully and avoiding ambiguity and obscurity.

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.

Based on the definitions, that implicature refers to what the speaker says, suggested, assumption, and means in an expression, however correspondence should certainly explain explicitly. Implicature is devided into two parts, they are conventional and conversational implicature, which will be described as follows.

2.5.1 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 cannot be attributed to our use of language in conversation, on the country: they become manifest through (sometimes despite) such use.

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.

2.5.2 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 basics theory about meaning which is divided into natural and non-natural meaning. conversational implicature refers to the case in which what is said implicates the speaker's intended meaning which may be differ depending on the context in which the utterance occurs.

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

In a particular context of a conversation, this context should include the fact that there is only one bus a day, that is passes by our house at 7: 30 am each morning, and that my interlocutor is aware of this and takes my answer in the spirit in which it was given 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.

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 generelized conversational implicature and particularized conversational implicature.

2.5.3 Types of Conversational Implicature

1. Generelized Conversational Implicature

A generelized 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 Generelized Conversational Implicature. To generelized

conversational implicature, we could also attribute the so-called scalar implicature". On the other words it can be concluded that generelized conversational implicature does not need to depend on particular context and no special knowledge (only general knowledge) is required to figure out the additonal meaning and it belongs to the scalar implicature.

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 example of generalized conversational implicature 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 partcipants 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. Particularized Implicature

Contrast with the generelized 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 2both parties would haveto 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.

2.6 Previous Study

To support this study, the writer has already read several previous research that related to this research, from the previous study writer has got references that can be used to know how to conduct the study to analyze the conversational implicature in student's speaking. The writer use three 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". In this research aimed to analyze utterances of the main characters in Bridge to Tearbithia movie. This research used implicature theory proposed by Grice. This research use 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, and the types of maxim. The results of this study will be used as the reference to analyze the conversational implicature in students speaking.

2. Research by Sri Rejeki Manurung (2018) entitled "The Students Ability in Understanding Implicature in English Conversation.".This study fosuced on finding out the sixth semester students' ability in understanding implicature in English conversation at English Department HKBP University of Nommensen Medan 2018. The researcher decided to focus on the conversational implicature which consists of generelized and particularized conversational implicature. This research used implicature theory proposed by Grice. This research also used qualitative method as the reearch design for the result of the research. The results of this study will be used as the reference to analyze the conversational implicature in students speaking.

3. Research by Fauzi Maulana Akbar (2019) the title is "The Implicature of English Tagline Used by Daily Manly Posters on Instagram and ITS Contribution to Teaching Caption Text". This research explained about the meaning of implicature and contribution to teaching caption text. The implicature theory that the writer used is proposed by Grice. In this research, the writer tries to analyze the English tagline used in Daily Manly posters and find out the contribution of the tagline to teach caption text for the twelfth grade of senior high school students. There are many themes in the Daily Manly posters in a calendar year 2017. The writer limits the data by choosing the posters that are themed friendship and relationship. The results of this study will be used as the reference to analyze the conversational implicature.

In this study, the writer presents the analysis of conversational implicature used by English teacher.This research has similarity with above writer. All of them study about conversational implicature in movie. However it also has difference from the previous of the research that is on the object of study.

2.7 Conceptual Framework

Implicature is a special case of situations in which the perceived meaning extends beyond the literal meaning. An implicature is something meant, implied, or suggested distinct from what is said.Implicature deals with the speaker intention meaning that doesn't appear directly in the uttererance spoken by the speaker. Implicature mostly appears in the conversation. Whenever a conversation constitutes an implicature, it makes he 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. There are two kinds of implicature; conventional implicature and conversational implicature.

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 the speaker answer a statement, the answer doesn't make sense ver well to be an adequate answer. There are two types of conversational implicature namely generelized conversational implicature and particularized convesational implicature.

A generelized 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 Generelized Conversational Implicature. To generelized conversational implicature, we could also attribute the so-called scalar implicature". On the other words it can be concluded that generelized conversational implicature does not need to depend on particular context and no special knowledge (only general knowledge) is required to figure out the additonal meaning and it belongs to the scalar implicature.
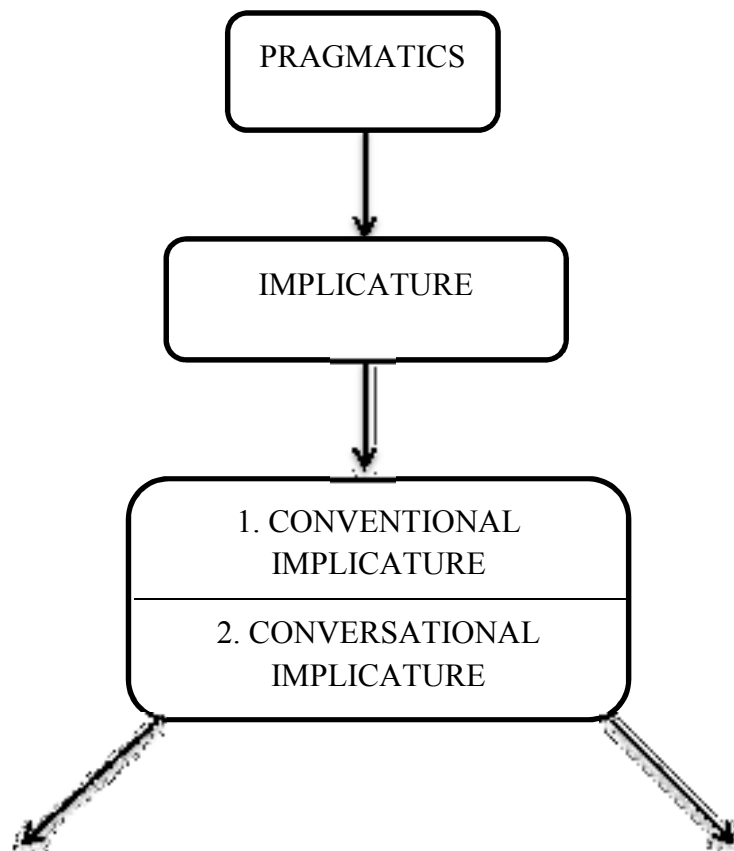
Particularized conversational implicature as known as PCI occurs in a very specific context. It takes not only general but also local knowledge. According to Valeika and Verikaite

(2010: 75), " Conversational implicatures that require the specific context are called Particularized Conversational Implicature".

THE ANALYSIS OF CONVERSATIONAL IMPLICATURE USED BY ENGLISH TEACHER IN TEACHING LEARNING PROCESS AT SMK NEGERI 1 LUBUK PAKAM

Figure 2.1 Conceptual Framework

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          ┌─────────────────┐
          │   PRAGMATICS    │
          └─────────────────┘
                  │
                  ▼
          ┌─────────────────┐
          │   IMPLICATURE   │
          └─────────────────┘
                  │
                  ▼
          ┌─────────────────────┐
          │  1. CONVENTIONAL    │
          │     IMPLICATURE     │
          ├─────────────────────┤
          │  2. CONVERSATIONAL  │
          │     IMPLICATURE     │
          └─────────────────────┘
           ↙                    ↘
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GENERELIZED CONVERSATIONAL IMPLICATURE	PARTICULARIZED CONVERSATIONAL IMPLICATURE

CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012:3). Generally, there are two kinds of research method. They are qualitative and quantitative research, which both of them has different characteristics such as in process though the purpose of study. This research used descriptive qualitative to support the study. Qualitative research is exploratory is useful when the writer does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research concern with description. The writer used qualitative research design to obtain the teaching English. According to Basrowi and Suwandi (2008:1), qualitative research is a research that produce findings which cannot be achieved by statistical procedures or other quantification ways.

3.2. The Source of the Data

The source of data in this study was taken from English teacher. The data of this study is conversational implicature utteranced by english teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam. The writer conducted the research just one of the English teacher of the third grade at SMK Negeri 1 Lubuk Pakam.

3.3 The Subject of the Study

This research was conducted in SMK Negeri 1 Lubuk Pakam. The subject of this research was the English teacher of the third grade in that school especially one of the English teacher namely PARULIAN ROMAIDA SITORUS.

3.4 Instrument of Collecting Data

Data is information that used to solve the problem of the research. The data can be taken from human, event, location, document, building house or even animal and plants (Djamal, 2015:65). According to Higgs, et.al (2009: 3) qualitative research is a research of which data in the form of written or oral word are descriptive analyzed of qualitative research concerns to understand the results of found data rather than calculate it. As well as in the ordinary method of qualitative research usually used observation, and recording. Sugiyono, (2013:306) gives opinion that in qualitative research, the researcher as human instrument, the researcher decides to focus of research, choose the informant as the data source, collecting the data, evaluate the data, analyze the data, and in the last of study the writer makes the conclusion. The instrument of collecting data was conducted by doing documentation and recording.

The analysis of this research are utterances performed by English teacher in teaching learning process at SMK Negeri 1 Lubuk Pakam, to describe the most dominant types of

conversational implicature used by English teacher. Sugiyono (2013:308) says that technique of collecting data is very important in conducting research because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the writer will not get the data that is fulfill the standard of set in data.

In this research, the writer was use documentation and recording to the English teacher at SMK N 1 Lubuk Pakam. The purpose of conducting recording is to get more information about conversational implicature used by English teacher.

3.5 The Technique of Collecting Data

The technique of collecting the data in this study was observation. Observation is the technique of collecting the data by seeing the phenomenon of the teacher implicature and giving evidence of it. The steps are:

1. Recording English teacher utterances directly in teaching learning process or out of teaching learning process.
2. Listening to the recording and trying to understand the utterances used by the English teacher.
3. Transcribing the data into written form.
4. Underlining or classifying the words included in types of conversational implicature.

3.6 The Technique of Analyzing Data.

After the data was collected, the writer was analyzed the data by using qualitative method. The steps are follow:

1. The recording of the classroom was transcript down in form of written transcript in order to get what spoken by teacher and student's
2. Segmenting the transcript into clauses

3. Classifying the utterances based on types of conversational implicature

4. Counting the realization of conversational implicature that mostly used by teacher and students. Using the Formula

$$\dot{X} = \frac{F}{N} \text{ X 100 \%}$$

Where:

X = the percentage of conversational implicature

F = the frequency of each types

N = the total number of conversational implicature

5. Interpreting the data

6. Concluding the result of the study

3.7 Triangulation

The significance of qualitative research comes from the role it plays in investigating the reasons and process leading to certain result. Oslen, W (2004) states that in social science triangulation is defined as mixing of data or method so that diverse views points or stand points cast light upon a topic. The mixing of data types knows as data triangulation. Data triangulation is often through to help in validating the claims that might arise from an initial pilot study.

In this study the writer used data triangulation from miles and Huberman (1994) namely methodology triangulation. By this technique, the writer was collected the data by using observation and documentation, namely download or screenshots photos, conversational implicature teacher and students, but the data only focused on types of conversational implicature and the most dominant types used by teacher and students in classroom interaction. During teaching learning process writer was make it in documentary.