



**CONVERSATIONAL IMPLICATURE FOUND IN JUNIOR HIGHSCHOOL
TEXTBOOK “THINK GLOBALLY ACT LOCALLY”**

Muhammad Delfin, Edwar Kemal, M.Melvina

Program Studi Pendidikan Bahasa Inggris Universitas PGRI Sumatera Barat

Email: Delvino428@gmail.com

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ABSTRACT

Penelitian ini dilatarbelakangi oleh adanya Conversational Implicature di dalam Conversational Implicature In Junior High School Textbook “Think Globally Act Locally”. Tujuan Penelitian Ini adalah untuk menganalisa tipe-tipe dan makna tersirat conversational implicature di dalam Textbook “Think Globally Act Locally”. Peneliti memilih Metode dari Sudaryanto sebagai acuan utama untuk meneliti topik ini, yaitu Implikatur percakapan (Conversational Implicature) berdasarkan tipe-tipe dan makna tersirat nya. Tujuan dari penelitian ini adalah untuk menemukan dan menganalisa implikatur percakapan (Conversational implicature) di dalam Textbook “Think Globally Act Locally”. Desain penelitian ini adalah kualitatif. Metode yang digunakan untuk mengumpulkan data adalah metode “identitas pragmatis” atau pencocokkan data beserta tehnik-tehniknya. Maka, berdasarkan hasil penelitian yang telah dilakukan (conversational Implicature) yang ditemukan pada textbook “Think Globally Act Locally” dikategorikan menjadi 2 jenis yaitu: Generalized conversational implicature dan particularized conversational implicature. Generalized conversational implicature adalah yang paling sering ditemukan daripada particularized conversational implicature. peneliti menemukan 9 (sembilan) data. Data-data tersebut terdiri dari 7 (tujuh) generalized conversational implicature dan 2 (dua) particularized conversational implicature. Seluruh data dijelaskan berdasarkan pada makna kontekstual.

Keywords: Implikatur Percakapan, Buku Pelajaran, Tipe.

INTRODUCTION

Communication is basic human activity. Communication is an important part of human life as a social entity. Pearson et al., (2010, p. 10) define communication as the process of using a message to generate meaning. Communication is

not just about communicating and creating words. There should be an interpretation in every word in communication. It contains something more than the word that speakers deliver. Common forms of human communication include language signals, speech, gestures,

symbols, and writing, However, communication will be effective if the message conveyed can be interpreted the same by the recipient of the message. One of the many ways a human can communicate is through conversation.

The conversation is an activity of informal and spontaneous talk sharing information, ideas, and experiences between two or more people. According to Yule, (2006, p. 128), conversation can describe as an activity in which, for the most part, two or more people take turns speaking in a conversation, the listener also needs to understand what the speaker said. To understand the conveyed meaning of the speaker's utterance, it is called implicature.

According to Griffiths, (2006, p. 134), conversational implicatures are inferences that depend on the existence of norms for the use of language, such as the widespread agreement that communicators should aim to tell the truth. Implicature is a notion that has been directed from the speaker's actual utterance. Yule, (1996, p. 40) states

that conversational implicature is the basic assumption in conversation, unless otherwise indicated, the participants are adhering to the cooperative principle and maxim. This means that conversation works only with the cooperation of its participants. It is important to note that the speakers communicate their meaning towards implicature and the listeners will recognize those communicated meanings towards inference. The selected inferences are those which will preserve the assumption of cooperation. Therefore, the cooperative principle and the maxim is play important role in the conversation.

In a conversation usually contains an implicature. It commonly takes place in daily conversations especially in the English textbooks. The dialogue in the textbooks consists of various kinds of implicature. Besides that, the researcher chooses textbooks for this research because has had conversations. On this side, The researcher chose the English book " *Think Globally Act Locally* " as the object of this research.



The book is a curriculum-based textbook. This English textbook is published by the Indonesian Ministry of national and culture in 2015 for the ninth-grade students of Junior High School. This book uses Indonesian context and stories which make students more familiar with their culture. It helps students understand the meaning of the text in the book. The students should understand the meanings of the text to make the learning run well in the classroom.

The book is used by SMP 1 Lintau Buo Utara. The school is located at Lubuak Jantan, North Lintau Buo District, Tanah Datar Regency, West Sumatra Province. In carrying out its activities, SMP N 1 Lintau Buo Utara is under the administration of the Ministry of Education and Culture.

The verbal exchange of the textbook consists of diverse types of conversational implicature. Indirect verbal exchange created hidden or implied meaning where the way of communication is greatly influenced by the speakers towards the verbal exchange.

The study of conversational implicature in textbooks is very important to do. Then, it could give contribution to enhance on the prevailing understanding of conversational implicature as carried out in English textbooks utilized by Junior High School.

As we know, the position of a textbook in the EFL coaching studying technique is so vital for instructors and college students as well. Textbooks serve as primarily material supplement for teachers and students as they provide content to learn and language models for the class to practice. From the phenomenon above, the researcher chose the English textbook “ Think Globally act Locally “ because the researcher wants to analyze the conversational implicature in this book.

RESEARCH METHOD

In this research, the researcher used descriptive qualitative research. According to Saldana, (2011, p. 3), qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of

natural social life. It means this is based on the belief that knowledge originates from the social setting and that understanding social knowledge is a legitimate scientific process.

In addition (Nassaji, 2015, p. 129) stated the goal of descriptive research is to describe a phenomenon and its characteristics. In other words, it is to explain a phenomenon as deep as possible by showing the importance of depth and detail of the data being studied.

It is also stated by Hidayah, (2019, p. 51), descriptive qualitative is the method of research used to describe natural phenomena happened and the relevancies between one phenomenon and the others. In other words, by describing a number of variables related to the problem and the unit under study among the phenomena and make a systematic description, picture, or painting as well as the relationship between the phenomena being investigated.

This research described the phenomena of implicature of the utterances in the textbook. It applied a content analysis approach.

According to Fraenkel et al., (2011, p. 478), content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. Content analysis is widely used to describe the characteristics of the content of a message. It generally used to describe the characteristics of the message.

The source of data in this research was a dialog conversation of the textbook “*Think Globally Act Locally*” for Junior High School students. The contributors to the script of this textbook are Siti Wachidah, Asep Gunawan and Diyantari. This book is published by the Ministry of Education and Culture in the revised version in 2015. This book has 273 pages and there are 14 chapters in the book. This book is intended for grade 3 junior high school. The data are taken from the text of the textbook. The data of the research are in the forms of words, phrases, and utterances in the conversation text in this Textbook which exposes the

phenomenon of conversational implicature.

In this research, the researcher conducted the research by using documentation method. It is as stated by Sugiyono, (2015, p. 329), documentation method is used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research. This study was conducted through several steps of collecting the data. The first, the researcher classified the type of conversational implicature, generalized and particularized. Then, the researcher interpreted the intended meaning of those implicatures. After that, the researcher analysed the data based on the indicators.

In this research, the researcher used the referential and pragmatic identity method. Sudaryanto, (2015, p. 15) stated that the referential identity is the method of analyzing data where the key factors of the data

are defined by context outside of language itself such as; speaker, time, setting, social situation. The researcher also used pragmatic identity to analyze the data. It is also stated by Sudaryanto, (2015, p. 15), pragmatic identity method is a method of analyzing the use of language based on the context. Pragmatic identity method contains the participants, which can be referred to the dialogue of the conversation.

FINDING AND DISCUSSION

After analysing the data, the researcher gets the result of this research. The researcher finds the types of conversational implicature in the textbook “Think Globally Act Locally” base on the Yule, (1996, p. 40) theory.

Table 1. Types of Conversational Implicature

	Utterance	Context	Type of conversational implicature		Meaning
			Generalized conversational implicature	Particularized conversational implicature	
D 1	<i>“Happy birthday, Udin. You are a big boy now. I’m proud of you”</i>	Udin and his father are talking at udin’s birthdays party	✓		Udin’s dad was proud to see her son has grown up, not only her body but also her character
D 2	<i>“Amazing. You run like a panther. I’m sure you will win the race.”</i>	Edo and Beni are talking in the middle of the road in a sweaty state, Edo compliments Beni on his running ability.	✓		The expression is that Edo is amazed by the speed of Beni’s running and looks like the race will be won by Beni.
D 3	<i>“Today she is in Posyandu till late afternoon. She’s doing vaccination for the babies and small kids in my neighbourhood.”</i>	Beni, Dayu and others want to know how to make tofu to Dayu’s mother.	✓		His mother is working until the afternoon, so can’t teach how to make tofu at that time, maybe in the evening or the next

					day.
D 4	<i>“She has an uncle, her mother’s brother. Two months after her grandmother’s death he sent Riri to the orphanage.”</i>	Udin, Dayu, Lina, Beni, Edo, and Siti talking about their visit to an orphan home or ‘orphanage’ to celebrate Dayu’s birthday and an idea to have another visit during the Creativity Week next month.	✓		Riri only has an uncle and she doesn’t has aunts.
D 5	<i>“I think you should. Your mom is right. You are a teenager now.”</i>	Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.	✓		Lina should have her own initiative to do her housework because she's not a child anymore
D 6	<i>“I think you need to bring your lunch from home. Home food is healthy, and you can also save your money for more useful things.”</i>	Dayu is having diarrhea today, and she is too weak to go to school, so she is staying at home. After the class, Udin, Lina,	✓		It's better to bring food from home because food purchased from outside is not necessarily kept

		Beni, Edo, and Siti come to visit Dayu at home.			clean, while if the food is from home we know for sure how the food is processed
D 7	“Awesome!”	Some tourists who have been to Indonesia are talking about an Indonesian arts	✓		He was amazed at what such a beautiful umbrella was made of.
D 8	“Yes. I’m doing the task to describe a girl in this class to criticize her. I’m writing about you. I’m trying to say about your bad habits.”	Siti is curious about what Beni is doing in class.		✓	Beni may have personal problems with Siti, so Beni writes a critique about Siti in order to change her bad habits when she reads the Beni’s describing text.
D 9	“It is worn by men and women in ceremonial events like weddings and funerals. It is usually draped over one shoulder. Sometimes it is worn to cover both shoulders.”	some tourists who have been to Indonesia are talking about some Indonesian arts		✓	The function and how to use the cloth may have its own meaning, such as some people who wear

					it only on one side and wear it on both shoulders
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Based on the table above, it can be seen that the most dominant type, which are from the conversation dialogue in the textbook, is generalized conversational implicature and the particularized conversational implicature is very limited. The researcher used theory of Yule (1996) in analysing the type of conversational implicature. According to Yule, (1996, p. 40) Conversational implicature has two types they are ; generalized conversational implicature and particularized conversational implicature.

It can be seen in an example in datum 2, Edo's utterance which says "Amazing. You run like a panther. I'm sure you will win the race.". in understanding this utterance, the hearers do not need to draw inferences to a special knowledge and special background. They can understand without any particular context.

To know and describe the meaning the researcher uses theory of context based on Pearson et al., (2010, p. 62). The researcher knows the meaning based on the context in the utterance. Theory is to see how the utterance of conversation in textbook delivered to the hearer. For example It can be seen at the utterance "Amazing. You run like a panther. I'm sure you will win the race." The implied meaning based on the context is *Edo is amazed by the speed of Beni's running and looks like the race will be won by Beni.*

In the conversation text of the textbook, the researcher finds out all types of conversational implicature that the researcher has done on the textbook "Think globally Act Locally",. He finds all types of conversational implicatures such as generalized conversational implicatures which appears more often in the conversational dialogues in the book. Meanwhile particularized conversational

implicatures are found few in the textbook "*Think Globally Act Locally*".

CONCLUSSION

Based on the results from analysis of conversational implicature in the textbook "*Think Globally Act Locally*" it can be concluded that implicature in a conversation becomes an important part for students to understand what has been conveyed by the teacher or otherwise. All types of conversational implicature are more important than what it is said. Verbal exchange does not always the real meaning of the utterance. There are another meaning expressed by the speaker about he said in the conversation. The verbal exchange of the textbook consists of diverse types of conversational implicature. Indirect verbal exchange created hidden or implied which means this is additionally executed via way of means of the speaker on his/her verbal exchange.

In this research, there are types of conversational implicature found in the textbook "*Think Globally Act*

Locally". The types are Generalized conversational implicature and particularized conversational implicature. The researcher finds seven type of generalized conversational implicature because there is no need special knowledge or local context to convey the implicit meaning on the conversation, and two particularized conversational implicature because based on the conversation, it is needed to know the special background or knowledge from utterance said to each person in the conversation dialog on the textbook "*Think Globally Act Locally*".

In this research, the researcher used descriptive research to support this research, then the researcher used documentation method to collect the data. The researcher used pragmatic identify to and referential identity in technique data analysis.

The researcher expect the reader especially EFL teachers able to introduce their students with pragmatic competence and awareness by providing them with the appropriate examples of conversations that fulfill Yule's

conversational implicature and/or implicatures that are acceptable and used by native speakers in real life situation. The researcher believed understanding the implicit meaning occur in the interaction between teacher to students, students to teacher or students to students provide benefits and knowledge.

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