CONVERSATIONAL IMPLICATURE IN ENGLISH LEARNING PROCESS AT SENIOR HIGH SCHOOL IN YOGYAKARTA

(IMPLIKATUR PERCAKAPAN DALAM PROSES PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH ATAS DI YOGYAKARTA)

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Abstrak

Kata kunci: implikatur percakapan, proses pembelajaran bahasa Inggris, jenis, alasan.

Abstract
This writing aims to describe the types of conversational implicature and the reason for using conversational implicature by the English teachers in the English learning process at three senior high school in Yogyakarta. The method used was descriptive qualitative and the researchers were the key instrument. The data source of this study was the senior high school teachers’ utterances that contain implicature in English learning process. Data were collected through observation and recording technique. The results of the study show both generalized conversational implicature and particularized conversational implicature were applied. The reasons for using conversational implicature are to increase the force of someone’s message, to achieve certain goals, to attract the hearer’s attention, and to soften expressions.

Keywords: conversational implicature, English learning process, type, reason.
1. Introduction

In a learning process, language is an important tool to deliver materials and also to achieve learning goals. Interactions occur in learning process between teacher and student through conversations. Interaction in each learning activities will create a utterance between teacher and students. The occurrence of the utterance needs to be observed so that learning objectives can be measured or implemented well.

Learning interactions are considered good when the speaker and the hearer can understand each other. Sometimes, a speaker does not directly utter what she or he means and the hearer needs to find the hidden meaning based on the context of situation. The utterance that has a hidden meaning in a situation is called conversational implicature (Levinson, 1983; Mey, 2001).

Conversational implicature is something which is implied in a conversation or left implied in the use of actual language that the way to understand the utterances is in accordance with what is expected to hear by the hearer in a conversation (Tsojon & Jonah, 2016). Conversational implicature can occur in the teaching and learning process in the classroom through conversation between the teacher and students. Interactive communication between teacher and the students in the classroom is very interesting because it makes the learning atmosphere in the classroom become communicative and active. The instructions given by the teacher in learning process can be conveyed indirectly.

Since implicature results from indirect meaning delivery, the students might face some difficulties in understanding the meanings of the teacher’s utterances containing implicature. Some students might feel confused to answer the teacher’s utterances that have implicit meanings, so that the students cannot understand what is conveyed by the teacher. Some students probably do not have enough knowledge about pragmatics especially implicature so that misunderstanding in communication between teacher and students likely to occur in the classroom. If such misunderstanding takes place continuously, it will make learning objectives be more difficult to achieve and affect the way students speak. Therefore, the students should understand the meanings of the conversation to make the learning process runs well in the classroom.

Several previous studies, for example by Zakia (2019), discuss the conversational style of female and male teachers in senior high school. The study found that female teachers can communicate with strategies commonly used by male teachers. The female teachers tended to speak directly when talking to male teachers during school break. Another study by Rumahorbo (2016) focuses on how speech acts are realized in communication events in the context of school. It is found that there are two ways of performing speech acts, namely direct and indirect speech acts. The use of indirect speech acts is generally related to the context of time, participants, and politeness so that the intentions of the speaker’s utterances are more difficult to understand. Susrawan (2015), Tokuasa (2015), and Hasin (2020) consider that the topic on conversational in the school context is important to study. However, the use of implicature has not been fully realized by people especially in conversation between teacher and students in the classroom. Therefore, the study of conversational implicature is important to help the students and the teachers understand the utterances more easily that have implied meaning during teaching and learning process. It is also important for the students to have sufficient knowledge about pragmatics especially implicature to minimize misunderstanding between teacher and students during learning process in the classroom. If the teachers and the students have good pragmatic competence then obstacles in communication will not occur. In other words, the success and failure in teaching and learning are largely determined by the use of appropriate implicature in communication.

Moreover, to understand a conversation which have implicit meaning, it is necessary to understand the context, the elements of the circumstances outside the language that surrounds a speech. Context is very important aspect in inferring the implicit meaning (Yule, 1996, p. 21). Thus, the implicature of a conversation can be easily understood if the speaker and the hearer pay attention to the context that underlies the conversation. This writing investigates the
Khairani Ade G. et al: Conversational Implicature in English learning process, especially in senior high school of Yogyakarta with two objectives:
1) to find the types of conversational implicature which are used in English learning process at senior high school.
2) to explain the reasons for using conversational implicature in English learning process at senior high school.

2. Literature Review
2.1 Conversational Implicature

Implicature is one of the most important ideas in pragmatics (Levinson, 1983, p.97). Pragmatics focuses on the use of language that is seen from the speaker’s point of view, such as the choice of words that is used in communication, obstacles that are faced by the speaker in social interaction when using language, and the effect of the use of language that they speak (Mey, 2001; Samaie & Arianmanesh, 2018).

There are two types of implicature proposed by Grice (as cited in Levinson, 1983, p.131; Birner, 2013, p. 62; Kroeger 2019, p. 146), namely conventional and conversational implicature. Conventional implicature is a kind of implicature which has a conventional meaning of the words which is used by the speaker to convey the utterances to the hearer (Huang, 2007, p. 57). Conventional implicature is non-temporary. It means that the meaning is more durable. A certain lexeme, which is contained in a form of utterance, can be recognized by its implication because its meaning has been known in general such as the conjunctions “even” and “but” that show something contradictory (Birner, 2013, p. 67).

Conversational implicature is considered as an important and most basic problem in pragmatic studies because the existence of the implicature is actually needed to bridge the communication and explain the facts of language that are not covered by linguistic or structural theories (Mulyana, 2001). In addition, one of the parameters of successful conversation is the ability to understand the utterances that have implied meaning. To understand the conversational implicature, experience and knowledge of the speech situation are needed. In other words, if the speaker has shared their knowledge and experience with the hearer in the conversation that they are doing, then the implicature can be easier to understand for the hearer.

In addition, conversational implicature is known as the additional meaning which is involved by saying the other things indirectly and to understand the implicature of a conversation the hearer must share the same knowledge with the speaker (Al-Shawi & Mahadi, 2017).

2.2 Types of Conversational Implicature

There are two types of conversational implicature which are proposed by Grice (as cited in Levinson, 1983, p. 131; Birner, 2013, p. 62; Kroeger 2019, p. 146), namely generalized and particularized conversational implicature.

The generalized conversational implicature is a kind of conversational implicature which occurs without needing a specific context to interpret the speaker’s utterances (Grice, as cited in Levinson, 1983, p. 126). In other words, to understand the purpose of the generalized conversational implicature, the hearer does not need to have special knowledge in the context of calculating the additional conveyed meaning (Yule, 1996, p. 41).

Particularized conversational implicature is a kind of conversational implicature that needs a specific context to know the implied meaning of an utterance that is conveyed by the speaker (Grice, as cited in Levinson, 1983, p.126). Particularized conversational implicature depends on the particular features of a context behind the conversation. (Yule, 2006, p. 74). Moreover, particularized conversational implicature is unique to the particular context in which they occur (Birner, 2013, p. 64).

2.3 Reasons for Using Conversational Implicature

There are four common reasons that are used to use conversational implicature (Thomas, 1995). The first is increasing the force of someone’s message. The speaker uses implicature to increase the impact of the effectiveness of the message conveyed to the hearer. Therefore, the hearer will sincerely agree and follow what is said by the speaker. The second, the implicature is used in communication to convey certain
goals to be achieved. If the speaker reaches the goal in communication, the message will be conveyed well to the hearer. The third, the use of conversational implicature which has implicit meaning in communication to attract the hearer’s attention. This is caused by what is said by the speaker, implies and produces extraordinary things from the utterance which is conveyed by the speaker to the hearer. The fourth, the use of implicature to make conversation to be polite and to prevent the hearer from being hurt by the speaker’s utterance.

Another theory (Brown and Yule, 1983) states that there are four reasons people produce conversational implicature in their utterances. They are to avoid a deep evaluation from the addressee and to state opinion, to want to get other’s trust and save selves by lying, to explain based on the expectation and to avoid comforting things and to show up the knowledge and intelligence and to avoid confrontation.

This study was conducted using descriptive qualitative approach (Cresswell, 2014, p. 32). The objects of this study were types and reasons for using conversational implicature used by the teachers in English learning process at senior high school. The data source of this study were the utterances produced by four English teachers that contain implicature in English learning process at three senior high schools, namely SMA Islam Al Azhar 9 Yogyakarta, MAN 2 Yogyakarta, and SMA Negeri 3 Yogyakarta.

Data were taken through observing the use of conversational implicature by the English teachers during the teaching and learning process (McMillan and Schumacher, 2010) and recording technique to help the researchers in collecting data, to make it easier for the researchers to remember the context behind a conversation and also to analyze collected data (Sudaryanto, 2018). Data were taken from six classes of the tenth-grader at such selected senior high schools in Yogyakarta. Further, the data were taken eight times from each school from January 2020 to February 2020.

This study involves the researchers as the main instrument (Bogdan and Biklen, 1982, p. 27). The secondary instrument was the data sheet which can be used to help the researchers in identifying and analyzing the data. Data were analyzed by using interactive models (Miles, Huberman, & Saldana, 2014) of four stages, namely data collection, data condensation, data display, and drawing conclusions. Data collection of this study was conducted through observation and recording. Data condensation refers to the process of selecting, focusing, simplifying and changing the data contained in field notes and transcripts that have been obtained. Data display means using a data sheet that is taken from table of classification data. Data were classified using a data table that consists of numbers of data code, utterances, types of conversational implicature, reasons for using conversational implicature, contexts, and implied meanings. The last, the researchers drew conclusions that included the findings on the types, and reasons for using conversational implicature which were used by the teachers in English learning process at senior high school.

3. Findings and Discussion

Based on the results of data obtained and data analysis, the researchers found 102 data of conversational implicatures used by four teachers in English learning process. Types of conversational implicature which are used by the four teachers in English learning process are generalized conversational implicature and particularized conversational implicature. The reasons for using conversational implicature are to increase the force of someone’s message, to achieve certain goals, to attract the hearer’s attention, and to soften expressions. The detail explanation is as follows.

3.1 Types of Conversational Implicature

(a) Generalized Conversational Implicature

Some generalized conversational implicature in English learning process are as follows.

(1) Contexts: When the teacher of MAN 2 Yogyakarta wanted to write a new material, the whiteboard was still full of material written by a teacher who taught previously.

Teacher: “I want to write something, but
the whiteboard is full.”

Student 1: “Siapa yang piket?”

(The student asked to her friends).
(Who is on duty?)

Student 2: (One of the students came to the front of the class to clean the whiteboard.)

Based on that context, conversational implicature of data (1) is contained in the statement “I want to write something, but the whiteboard is full.” The utterance has an implied meaning which has purpose to ask the student to erase the writing on the whiteboard. The utterance contains the teacher’s indirect instructions to the students, especially the students who were on duty to clean the whiteboard which still full of previous material writing. The utterance “I want to write something, but the whiteboard is full” includes generalized conversational implicature because to understand the utterance does not require special knowledge. One of the students responded to the teacher’s utterance by coming to the front of the class to clean the whiteboard.

(2) Contexts: The utterances occurred when the teacher of SMA Islam Al Azhar 9 Yogyakarta asked the students to write their sentence about present perfect tense on the whiteboard. One of the students wrote his sentence that were not clear to be seen by the teacher and other students.

Teacher: “Alif, apa itu?”

(Alif, what is it?)

Student 1: “Sebentar, Bu.” (The student took a marker.)

(Wait a minute, Miss.)

Student 2: “Gak jelas itu.”

(It is not clear.)

Student 1: “Spidolnya, Bu.”

(It’s the marker, Miss.)

Conversational implicature in datum (2) is contained in the utterance “Alif, apa itu?” The teacher asked the student to correct the sentence that he wrote on the whiteboard. The utterance includes conversational implicature because the teacher implicitly asked the student to correct his writing, which was unclear and too small so that all of students could see the sentence. The utterance includes generalized conversational implicature because it does not need a specific context to be able to interpret the utterance.

In addition, the researcher found that the use of implicature did not fully use English as the language to convey the utterances in the classroom. The teachers preferred to use Indonesian in communicating with their students, especially to convey the utterances which have implicit meaning.

(b) Particularized Conversational Implicature

Some examples of generalized conversational implicature in English learning process are as follows.

(3) Contexts: The utterances were spoken in the morning when the teacher of MAN 2 Yogyakarta was about to start learning activities. She saw a student wearing his jacket in the classroom. It was forbidden by the school to wear a jacket during learning activities.

Teacher: “Abdurrahman, is it a new jacket?”

Student: “No.”

(The student took off his jacket)

Teacher: “No? Oh, iya.”

(“No, oh, yes”).

Based on the utterance above, the particularized conversational implicature of datum (3) is contained in the utterance “Abdurrahman, is it
The teacher’s utterance includes a conversational implicature because the teacher interpreted that the students would still wear the jacket in the classroom if the teacher did not remind him. The utterance “Abdurrahman, is it a new jacket?” has an implied meaning to ask the student to take off his jacket. The student listened and knew the meaning of the teacher’s utterance and then took off his jacket. The utterance “Abdurrahman, is it a new jacket?” conveyed by the teacher includes particularized conversational implicature because to understand the utterance requires a specific context, which is the habits practiced by the student in the classroom. The habit that occurs in the class is every student should not wear a jacket or something else except the school uniforms during learning activities.

3.2 Reason for Using Conversational Implicature

The reasons for using the conversational implicature found in this study are as follows.

(a) Increasing the Force of Someone’s Message

Contexts: The teacher of MAN 2 Yogyakarta asked the students to write their answer about simple past tense and present perfect tense on the whiteboard. At that time, only female students that came to the front of the class to write their answer.

Teacher: “Now, next please choose which one is simple past tense, and which one is present perfect tense. Please write on the whiteboard. Ayok, berlomba-lomba dalam kebaikan. Yang merasa cowok jangan kalah, empat putri semua, loh. (Let’s compete in goodness; please, boys don’t lose to the girls. Four students competed in the exercise were all girls.)

Student: (One of male students came to the front of the class to write his answer.)

The conversational implicature on datum (5) is found in the utterance “Ayok, berlomba-lomba dalam kebaikan. Yang merasa cowok jangan kalah, empat putri semua, loh”. The meaning of the utterance is that the teacher asked the male students to come to the front of the class to write their answer because four female students already wrote their answers on the whiteboard. The teacher tried to increase the enthusiasm of male students’ to make them as competitive as the female students. It means that the teacher used the implicature to improve the impact of the effectiveness of message to be
conveyed to the students. Therefore, the student would sincerely follow what was said by the teacher.

(6) Contexts: When the teacher of SMA Islam Al Azhar 9 Yogyakarta was about to start the learning activities in the morning, she saw some students were having some ice cream.

Teacher: “Yang masih makan es krim sepulang sekolah wajib membelikan es krim untuk yang lainnya.”

(“Those who are still having ice cream should buy some ice cream for others after school.”)

Student: (Some students threw away their ice cream out of the classroom.)

The conversational implicature on datum (6) is found in the utterance “Yang masih makan es krim sepulang sekolah wajib membelikan es krim untuk yang lainnya.” The meaning of the utterance is that the teacher asked the students who were eating the ice cream to throw it out of the classroom. The teacher used indirect instruction to increase the effectiveness of the message by reprimanding the students. Therefore, the students would follow what the teacher’s order.

(b) Achieving Goal

(7) Contexts: The teacher of MAN 2 Yogyakarta asked the students to swap their book with the classmate sitting next to them and answered their friends’ questions to make a short dialogue. She saw two students were playing with the correction pen as a toy.

Teacher: “What are you doing? Do you have a toy at home?”

Student: “No”

(The student saved the correction pen in his drawer.)

Conversational implicature in the datum (7) is found in the utterance “What are you doing? Do you have a toy at home?” The meaning of the utterance is that the teacher asked the students to stop playing with the correction pen because it likely could disturb other students during the learning process. It could also ruin the class’ order because they were only focusing on playing instead of finishing their assignments. It means that the teacher used the implicature to convey certain goals to be achieved. In this context, the teacher wanted the student to keep away their correction pens and to focus on the learning process.

(8) Contexts: The utterances occurred when the teacher of MAN 2 Yogyakarta was checking the homework. She asked them to change the underlined verbs into the forms of perfect tense. One of the students was busy playing a guitar.

Teacher: “Is it the time for music lesson? What lesson is now?”

(The teacher looked at the student who was playing a guitar.)

Student: “English, Ma’am.”

(The student stopped playing guitar and put it at the back.)

Conversational implicature in the datum (8) is found in the utterance “Is it the time for music lesson? What lesson is now?” The utterance contains an indirect command to stop the student from playing the guitar. The reason for using the implicature on the datum (8) is to convey certain goals to be achieved. In this context, the teacher expected that when the teaching and learning
process was taking place, the student did not play the guitar because it likely could disturb other students.

(c) Attracting the Hearer’s Attention

(9) Contexts: The teacher of SMA Islam Al Azhar 9 Yogyakarta asked the state of a student who was absent in the last meeting. She asked the student to take the UKBM assignment to her desk.

Teacher: “Sekarang udah sehat?”
(Do you feel much better now?)

Student: “Udah, Bu.”
(Yes, Miss.)

Teacher: “Minum apa?”
(What did you take?)

Student: “Obat, Bu.”
(Medicine, Miss.)

Teacher: “Obat apa?”
(What medicine?)

Teacher: “Sini, Miss kasih obat biar cepat sembuh.”
(“Come here, I will give you some medicine to get better soon.”)

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The conversational implicature on datum (9) is in the utterance “Sini, Miss kasih obat biar cepat sembuh.” The teacher used the implicit utterance to attract the student’s attention so that they followed the teacher’s instruction. In this context, the word “medicine” did not mean the teacher wanted to give real medicine, but the teacher provided a UKBM assignment about recount text. The student was expected to come to the front of the class to take the assignment paper directly.

(10) Context: The students were asked by the teacher of SMA Negeri 3 Yogyakarta to present the result of their discussion about recounted text. One of the students from a group said the word “main” with wrong pronunciation.

Teacher: “Main body atau main badminton?”
(“Main body or main badminton?”)

Student: “Main body.”
(The student corrected his pronunciation).

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Based on that context, conversational implicature of datum (10) is contained in the utterance “Main body atau main badminton?” The utterance includes conversational implicature because the teacher intended to correct the student’s pronunciation. The teacher used two clauses the “main body” and “main badminton” to attract the student’s attention and made him aware that he said the wrong pronunciation to the word “main”. The student pronounced the word “main” like in bahasa Indonesia, not /mein/ in English.

(d) Soften Expressions

(11) Contexts: One of the students came late to the classroom when the teacher of SMA Negeri 3 Yogyakarta would start the learning activity. All students looked at their friends who came late.

Student: “Good Morning.”

Teacher: “Morning.”

Students: (All students laughed at and looked at their friend who came late to the class).

Teacher: “Okay, good. We have a great student, right?”

Student: “Yeah.”
(The teacher continued to start learning activity).
The conversational implicature on datum (11) is in the utterance “Okay, good. We have a great student, right?” The meaning of the utterance is that the teacher intended to reprimand the student for coming late to the classroom and to stop him from doing it again in the future. The teacher used words that have the opposite meaning to the teacher’s ”great student”. The words “great student” have implied meanings that the student should not come late to the school. The student must arrive on time to school so he can attend the learning process from the beginning and does not distract his friends from paying attention to the teacher. This means the teacher uses that utterance to prevent students from getting hurt by what the teacher says.

(12) Contexts: When the teacher of MAN 2 Yogkyakarta was explaining the learning material, one of the students left his seat. The teacher probably thought that it would distract other students.

Teacher: ”Ada kakinya tidak? Oh, kakinya bisa ditekuk.”
(The teacher looked at the student who was leaving his seat).
(Do you have legs? Oh, your legs can be bent).

Students: “Alhamdulillah.”

Teacher: “Alhamdulillah.”

Student: (The student went back to his seat).

Conversational implicature in datum (12) is contained in the utterance “Ada kakinya tidak? Oh, kakinya bisa ditekuk.” The utterance is a conversational implicature because it includes the teacher’s warning indirectly that when the student walked away and left his seat, it likely could disturb the English learning process. The use of implicature in the utterance has a reason not to offend the student. The utterance is also used to reprimand the student because he came to his friends’ seat when the teacher was explaining the learning material in front of the class. The teacher wanted the student to pay attention to the teacher’s explanation. Therefore, the teacher used conversational implicature not to offend the student.

The results of this study are relevant to several studies, such as Susrawan’s (2015) study which found that the use of indirect speech delivered by the speaker aims to make the speaking partner not feel offended. These findings are also relevant to the findings of this study which states that the use of conversational implicature is to refine the utterances so that the speech partners are not offended.

4. Conclusion

Based on this research, the results showed that the dominant type of conversational implicature used by the teachers of SMA Islam Al Azhar 9 Yogyakarta and MAN 2 Yogyakarta are generalized conversational implicature, which was applied when the teacher started the learning process, checked the attendance list and the students’ homework, conveyed the learning material, gave the assignment, and instructed the students to do something. However, the teachers of SMA 3 Yogyakarta used particularized conversational implicature as the dominant type of conversational implicature when the teacher gave the task, assessed the student’s presentation, reviewed the previous lesson, and explained the material. The findings of the dominant types of conversational implicature used by four teachers of those schools in the learning process demonstrate that both the teacher and the student have good background knowledge and cooperation in interpreting the utterances, which have implied meaning. It shows that the four teachers used implicature as one of the strategies to achieve English learning objectives.

The data related to the second research objective revealed that the reasons for using conversational implicature by the teachers are to attract the hearer’s attention, to increase the force of someone’s message, to achieve certain goals, and to soften the expression. The results of this study showed that the reason mostly used by the teachers of SMA Islam Al Azhar 9
Yogyakarta and MAN 2 Yogyakarta is to soften the expressions when they used generalized conversational implicature and particularized conversational implicature. On the contrary, the teacher of SMA 3 Yogyakarta used achieving certain goals as the dominant reason for conversational implicature. Based on the results of this study, it can be concluded that most teachers use conversational implicature to refine the utterances so that the students as the speech partners are not offended.

In addition, the researchers found that only one of the teachers at SMA Negeri 3 Yogyakarta that used English language during the teaching and learning process. Meanwhile, the teachers of SMA Islam Al Azhar 9 Yogyakarta and MAN 2 Yogyakarta used language variation such as Indonesian, English and Javanese. It can be concluded that even though the subject is English, the data obtained revealed that the teachers tend to use Indonesian during teaching and learning process. This is because Indonesian is the mother language of the students so that they can understand the teachers’ utterances easier than other languages, especially when the teachers convey the utterances that have implicit meanings.

The findings of this study are expected to be useful theoretically to enrich linguistic research studies in the field of pragmatic especially in conversational implicature in learning process, to provide additional materials to the teacher that there are language characteristics at senior high school students that must be considered as input how to convey material to be wiser in using good, correct, and polite language for the students especially in the language learning process, and also to provide information to the students that the use of implicature in daily conversation can maintain good relations and have more polite impression in communication especially in school environment.

References


