THE ANALYSIS OF IMPLICATURE IN ENGLISH ZONE AT IAIN CURUP

THESIS

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For "Sarjana" Degree in English Language Education

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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu sehat dan dalam lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan perbaikan, maka kami berpendapat bahwa skripsi atas nama **Maya Hernita (20551031)** Mahasiswi Program Studi Tadris Bahasa Inggris, dengan judul **"The Analysis of Implicature in English Zone at IAIN Curup"** dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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PREFACE

First, thanks are to Allah SWT because with His help, the author can complete the writing of the thesis entitled. “The Analysis of Implicature in English Zone at IAIN Curup)”.

The purpose of writing this thesis is to fulfill the requirements in completing the thesis. In preparing this thesis, the author encountered many challenges and obstacles, but with the help of various parties, these obstacles can be overcome. The author also realizes that there are still many mistakes in the process of writing this thesis.

Therefore, the author would like to thank all those who have helped in the process of writing this thesis. May Allah SWT reward all help and bless you all. The author realizes that this thesis is still not perfect in terms of structure and content. Therefore, the author hopes that criticism from readers can help the author in perfecting this thesis. Finally, I hope this paper can help readers to increase knowledge about thesis proposals.

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Curup, February 2025

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MOTTO

“YOU CAN’T GO BACK AND CHANGE THE BEGINNING, BUT YOU CAN START WHERE YOU ARE AND CHANGE THE ENDING”

DEDICATION

Allah is only the reason why I was able to complete this thesis. I am eternally grateful that You have allowed me to finish this thesis sooner than I expected. There is no miracle except from You. Ya Allah, in the name of Allah and His Messenger Prophet Muhammad Sallallahu Alaihi Wassallam, I dedicate this thesis to:

1. My Beloved Parents, especially for my beloved father, Heriyansyah, who has loved, fulfilled, cared for, and supported me. He has been a great father figure, although not every day exchanging news but I am sure his prayers always accompany where I go until I can be in the position now.
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9. My support system someone to talk, whice is a place to share, discuss and provide a lot of support.
10. All of people around me that I cannot mention entirely.
11. My Almamater.

ABSTRACT

Maya Hernita (20551031) **: The Analysis of Implicature in English Zone at IAIN Curup**
Advisor **: Dr. Sakut Anshori, M. Hum.**
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The purpose of this study is to find forms of implicature and examine the meaning of utterances in conversations in the fifth semester of IAIN Curup's English Department during English Zone activities. This research in pragmatics focuses on implicature, or implicit meaning that depends on context. This research uses a qualitative approach with a descriptive method, collecting data from the conversations of fifth semester students during the English Zone activities, which were obtained for three weeks with six data collection times, and analyzing them using George Yule's theory of implicature. From the conversations, 92 data were obtained which were then classified into several types of implicature. As a result, there are five types of implicature used in student conversations, namely Conventional Implicature 1 data, Conversational Implicature 1 data, Generalized Conversational Implicature 12 data, Scalar Conversational Implicature 6 data, and Particularized Conversational Implicature 72 data. And it is also found that in student conversations there are also some hidden meanings that are not conveyed directly in the form of prohibitions, invitations, suggestions and motivations to fellow peers. To illustrate these assumptions, this study analyzed voice recordings of conversations of fifth semester students of English Department of IAIN Curup. In this study, Particularized Conversational Implicature is more dominant because the ability to understand language and linguistic understanding is still limited, resulting in all conversations spoken specifically, and tend to use language that is commonly known (without implied meaning that requires further understanding) so that there is no misunderstanding between speakers and interlocutors.

***Keywords**: Implicature, Pragmatics, English Zone, Students, Communication*

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LIST OF ABBREVIATIONS

CI **Conventional Implicature**

CRI **Conversational Implicature**

GCI **Generalized Conversational Implicature**

SCI **Scalar Conversational Implicature**

PCI **Particularized Conversational Implicature**

CHAPTER I

INTRODUCTION

A. Background of the Research

A subfield of linguistics known as pragmatics examines the interaction between language signs and their users.[1] Pragmatics, according to Leech, is the study of meaning in connection to speech situations.[2] Speakers and interlocutors, speech environment, speech goal, and speaking as an action are all included in this speech scenario. Yule defines pragmatics as the study of meaning that speakers convey and that listeners interpret.[3] Pragmatics has more to do with analyzing what people mean by their utterances than with the separate meanings of the words or phrases used in the utterances themselves.

Levinson states that pragmatics is the study of the link between language and context that underlies the explanation of language understanding.[4] This definition highlights how crucial context is to deciphering an utterance's meaning. When context is ignored, an utterance might be interpreted in a number of ways. Mey broadens the scope of pragmatics to include the study of how societal context affects how people use

[1] Morris, C. W. Foundations of the theory of signs. University of Chicago Press. (1938). p. 1-59.
[2] Leech, G. Principles of pragmatics. Longman. (1983). p. 13-15
[3] Yule, G. Pragmatics. Oxford University Press. (1996). p. 3-4.
[4] Levinson, S. C. Pragmatics. Cambridge University Press. (1983). p. 5-35.

language.[5] According to this perspective, pragmatics examines both the momentary and larger social contexts.

The topic of implicature is discussed in pragmatics. In an essay titled "The Logic of Conversation," Grice introduces the concept of implicature as one of the components of pragmatic theory.[6] He explains how meaning in conversation often emerges not only from what is explicitly stated, but also from what is suggested by the participants. Generally speaking, there are two categories of implicature conversational implicature and conventional implicature. In his theory, H.P. Grice distinguished between two categories of implicatures. Conventional Implicature is one that depends on the words or phrases' usual meaning. Usually, this implicature can be comprehended without taking the conversation's context into account. Additionally, there is conversational implicature, which emerges within the conversational context and is contingent upon the situation, the speaker's goal, and the listener's perception. It frequently makes use of Grice's conversational maxims.[7]

According to George Yule, conversational implicature is an additional meaning that is not explicitly stated and is deferred to the context in order to uphold the cooperative principle, whereas conventional implicature is an unsaid additional meaning associated with the usage of certain words.[8] Later on, Yule adopted this theory and explained more clearly the theory of

[5] Mey, J. L. Pragmatics: An introduction. Blackwell. (1993). p. 42-45.
[6] Herbert Paul Grice, "Logic of Conversations," in Studies in the Way of Words (Cambridge, MA: Harvard University Press, 1989). p22-40.
[7] ,. Ibid, 25-30.
[8] George Yule, *Pragmatics*, (New York: Oxford University Press,1996). p. 128.

implicature. Brown and Yule define an implicature as something that differs from the speaker's actual words but that the speaker may imply, indicate, or intend.[9] Speakers can express more than just what is spoken directly by using implication. Horn explains that implicature is the implicit meaning component of an utterance without being part of what is explicitly expressed.[10] The relationship between what is stated and conversational rules gives birth to implicature. According to Levinson, one of the key ideas in pragmatics is conversational implicature.[11] The frequent discrepancy between what is stated and what is suggested is demonstrated by implication.

There are unique features to academic communication, particularly between students. As an intellectual community, students frequently communicate using a variety of implicature techniques.[12] It is possible for students to use implicatures in a variety of settings, including class discussions, interactions with lecturers, study groups, and social media. According to Sulistyowati's research, students frequently utilize implicatures to subtly convey requests, criticism, ideas, and even rejection.[13] This is done to keep communication civil and conflict-free. However, if the interlocutor is unaware of the context or intent of the statement, the use of implicature may also result in misunderstandings.

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[99] Brown, G., & Yule, G. Discourse analysis. Cambridge University Press. (1983). p. 31-33.

[10] Horn, L. R. Implicature. In L. R. Horn & G. Ward (Eds.), The handbook of pragmatics (2004). p. 3-28.

[11] Levinson, S. C. Presumptive meanings: The theory of generalized conversational implicature. MIT Press. (2000). p. 11-21.

[12] Grundy, P. Doing pragmatics (3rd ed.). Hodder Education. (2008). p. 92-107.

[13] Sulistyowati, W. Implikatur percakapan dalam komunikasi mahasiswa. Jurnal Bahasa dan Sastra, 5(2), (2018). P.45-58.

The listener is then better able to comprehend the speaker's goal thanks to the context. In pragmatics, context is crucial, particularly when interpreting implicature. Malinowski asserts that understanding the situation's context is crucial to deciphering an utterance's meaning.[14] Without knowledge of the context, it will be difficult to interpret the meaning of an utterance correctly. Hymes developed the concept of context in the Speaking model, which includes Setting and Scene, Participants, Ends, Act Sequence, Key, Instrumentalities, Norms, and Genre.[15] This model shows that context not only includes place and time, but also involves various social and cultural aspects.

Sperber and Wilson highlight how cognitive context that is, the presumptions the listener has when processing the statement has a significant impact on how the utterance is understood.[16] By selecting the most pertinent interpretation, the listener is able to comprehend the implicature thanks to this cognitive framework. Van Dijk notes that context is not only an objective social condition, but also the subjective fabrication of communication participants.[17] This implies that the perspectives, expertise, and experiences of the people communicating also have an impact on the setting. Because of the complexity of the academic environment, it is crucial for students to

[14] Malinowski, B. The problem of meaning in primitive languages. In C. K. Ogden & I. A. Richards (Eds.), The meaning of meaning (1923). p. 296-336).

[15] Hymes, D. Foundations in sociolinguistics: An ethnographic approach. University of Pennsylvania Press. (1974). p. 53-62.

[16] Sperber, D., & Wilson, D. Relevance: Communication and cognition (2nd ed.). Blackwell. (1995). p. 118-125.

[17] Van Dijk, T. A. Discourse and context: A sociocognitive approach. Cambridge University Press. (2008). p. 4-19.

comprehend the context when communicating. Meaning interpretation is influenced by a variety of factors, including background information, social hierarchy, academic environment, and politeness standards. When the speaker and the listener have different understandings of the same situation, miscommunication frequently results.

Grice highlights that the listener and speaker's shared presumptions are essential to comprehending the implicature.[18] Without the right context, the listener might misinterpret the speaker's intention, leading to misunderstandings in communication. Although in certain cases, there are implicature that do not depend on a specific context, context is still an important part of understanding the meaning of language. As Leech says, context includes the background knowledge that speakers and speech partners are assumed to have.[19] This makes it easier for the listener to understand what is being said. In addition, context include the physical setting in which the communication occurs, prior experiences, and culture.

Speech partners often misinterpret what the speaker is trying to convey in student interactions due to the suggested words used in the conversation, which causes them to misinterpret the context. In addition, linguistic phenomena often include linguistic variants used by certain social groups. For example, different tones and intonations are used, sounds that do not clearly convey emotions or thoughts can convey implied meanings, and the use of

[18] Paul Grice, Logic and Conversation in *Syntax and Semantics 3th Ed: Speech art,* Cole et al. (New York: Academic Press, 1975). p. 41-58.

[19] Leech,. *Principles of pragmatics.* (Longman. 1983). p. 93.

slang or certain phrases in certain groups can result in different implicatures when compared to formal language. In addition, there are existing social phenomena, such as friendships among students of the same age, who often express their emotions in different languages and ways.

The same thing also happens to students of the English Tadris Study program at IAIN Curup. On certain days, students are required to participate in an activity called "English Zone," which involves speaking English with classmates and lecturers. Naturally, certain settings may lead to the use of implicit language in students' speech. As well as based on research entitled The Effectiveness of English Zone in Improving Students' English Language Skills at IAIN Curup conducted by Eka Apriani, Sakut Anshori, and S. Edy in 2019 said that the English Zone is a place where English speakers can improve students' English skills. The results showed that: (1) skills improved significantly with a value of 74.12, (2) There are many problems faced by students when implementing the English Zone, such as students' inability to participate fully, difficulty in understanding the conversation, students' inability to start conversations, attachment to grammar, desire to speak English, and only a few lecturers who consistently speak English and the absence of punishment for violators.[20] Based on the results of this study, the researcher then found a research gap, namely the existence of limitations on students, possibly resulting in the delivery of information in conversation

[20] Eka Apriani, Sakut Anshori, and Sarwo Edy, "The Effectiveness of English Zone in Improving Students' English Speaking Skills at IAIN Curup," Cendekia 17, no. 2 (July - December 2019): 317

being carried out explicitly, as a strategy in communication to convey opinions or responses to maintain politeness relationships.

Therefore, the researcher is interested in knowing what types of implicatures are found in students' conversations during the English Zone at IAIN Curup. The current fifth semester students, who are divided into three classes (classes 5A, 5B, and 5C) totaling fifty-seven people, became the subject of this study. This study only examines fifth semester students because they have studied implicature in pragmatics class in the fourth semester, and their speaking fluency is already quite qualified due to what they have learned in speaking class. The researcher then intends to observe how students, especially during English Zone activities, use implicatures and understand their interlocutors in their interactions. Based on the above explanation, the researcher took the title "ANALYSIS OF IMPLICATURES IN ENGLISH ZONE AT IAIN CURUP."

B. Research Questions

Based on the background description above, the researchers formulated questions for this study:

1. What are the types of implicature in the conversation of fifth semester students of English Tadris Study Program at IAIN Curup during English Zone?
2. What are the meanings of utterances in the conversation of fifth semester students of English Tadris Study Program at IAIN Curup during English Zone?

C. Objective of the Research

Based on the formulation of the problem above, the objectives of this study are:

1. To classify the types of implicature in the conversation of fifth semester students of English Tadris Study Program at IAIN Curup during English Zone.
2. To investigate the meaning of implicature in the utterances in the conversation of fifth semester students of English Tadris Study Program at IAIN Curup during English Zone.

D. Limitation of the Research

In order to make the study more focused and achieve its objectives, problem limitation in research aims to keep it from going off course and to increase the study's scope. The primary constraint of the study is that the researchers only looked at the kinds and meanings of implicature utterances in the talks of fifth semester students in the 2024 English Tadris Study Program at IAIN Curup during English Zone activities.

E. Significance of the Research

This research is expected to benefit.

1. Researcher, create theories about language, particularly how implicature functions in everyday communication. Become a reference for further research on implicature in English and other languages.

2. English language learners develop sociocultural awareness in global communication; enhance communication skills by deciphering the meaning that is implied in conversations.
3. Future Research, become a case study on the use of English in educational institutions, particularly the English Zone English Tadris Study Program in IAIN Curup, inspire new analysis models for implicatures in other communication contexts, and give future researchers a theoretical and methodological foundation for comparable research.
4. Educational Institutions, add implicature and pragmatics to the curriculum, enhance instruction by implementing more dynamic and interactive teaching techniques.

F. Definition of Key Terms

1. Implicature

In general, implicature is a concept within linguistic pragmatics that explains how implied meanings can be conveyed through utterances that may literally have different meanings. In this study, George Yule's theory of implicature is an additional meaning conveyed without being stated directly, when the speaker wants to convey more than just what is stated. This is a type of "implied meaning" in an utterance.[21] By using this theory, the researcher explores the types and meanings of implicature.

[21] Yule, G. *Pragmatics.* Oxford University Press, (1996). p. 35.

2. English Zone

An area devoted to communicating in English is called the English Zone. This program, which has been in place at IAIN Curup for five years, attempts to establish an atmosphere that encourages students to get better at speaking English. [22] To address the demands of students who wish to actively practice their English, the Tadris English Study Program created the English Zone. Simply English Zone is a concept or model of English language learning that creates a special environment where learners are required or encouraged to use English actively.

[22] Eka Apriani, Sakut Anshori, and Sarwo Edy, "The Effect of English Zone on the Speaking Ability of Tadris English Students at IAIN Curup," IAIN Curup Journal of English Education 5, no. 2 (2023): 45-50.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Implicature

a) Definition of Implicature

In Grice's perspective, implication is the indirect meaning conveyed by an utterance that goes beyond the literal meaning of the words spoken.[23] This idea is closely linked to the cooperative principle, which consists of four maxims: quantity, quality, relevance, and manner.[24] Grice makes a distinction between conventional implicatures, which are bound to the conventional meaning of words, and conversational implicatures, which are context-dependent and can be classified as either general or specific conversational implicature.[25]

Conversational implicatures, in his opinion, have several significant characteristics, including the ability to be calculated through inference,[26] the fact that they are cancelable, and the fact that they are bound to what is said rather than how it is said. According to Grice, implicatures frequently occur when conversational rules appear to be broken, resulting in a void between "what is said" and "what is

[23] Grice, H.P. "Logic and Conversation." Dalam P. Cole & J. Morgan (Eds.), *Syntax and Semantics 3: Speech Acts*, Academic Press, (1975).p. 41.
[24] Grice, H.P. (1975). I*bid,* p. 45-46.
[25] Grice, H.P. (1975). *Ibid,* p. 44-45.
[26] Grice, H.P. (1975). *Ibid,* hal. 57-58.

meant," which the listener subsequently deduces through pragmatic inference.[27]

Yule emphasizes the inferential nature of ordinary communication by defining implicature as extra meaning that is conveyed without being stated directly.[28] The key to comprehending pragmatics, according to Yule, is implicature, which is a perfect illustration of how we can communicate more than we say.[29] According to Yule, there are many kinds of implicatures, such as conversational implicatures that depend on broad conversational principles and conventional implicatures that are connected to the usage of particular words.[30]

Yule specifically addresses scalar implicature, which is the implicit meaning of words that make up an informative value scalar.[31] According to Yule, implicature gives speakers the ability to convey several inferred meanings simultaneously, contributes significantly to language economy, and permits the articulation of multidimensional meanings that could be challenging to convey literally.[32]

The quantity principle, which is divided into two complimentary sub principles the Q-principle, which states, "Say as

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[27] Grice, H.P. *Studies in the Way of Words*, Harvard University Press, (1989). p. 30-31.
[28] Yule, G. (1996). *Pragmatics*, Oxford University Press, p. 35.
[29] Yule, G. (1996). *Ibid,* p. 36.
[30] Yule, G. (1996). *Ibid,* hal. 40-41.
[31] Yule, G. (1996). *Ibid,* hal. 41.
[32] Yule, G. (1996). *Ibid,* hal. 44.

much as you can," and the R-principle, which states, "Say only as much as you need to" is the main subject of Horn's theory of implicature.[33] According to Horn's neo-Gricean perspective, implicature is a phenomenon that results from the interplay between linguistic economic principles and efforts to maximize information clarity.[34] Horn focuses especially on scaled implicatures, which he claims result from the knowledge that a stronger expression does not apply when a weaker expression is used in an informative scale.[35] Horn's examination of implicature and negation offers profound understanding of the ways in which pragmatic and linguistic elements combine to create inferred meaning.[36] Horn describes how marked forms are typically utilized for uncommon meanings and unmarked forms for more common or typical meanings[15] through his division of pragmatic labor theory.[37]

By establishing a theory of generalized conversational implicature as a default inference that happens automatically unless reversed by the particular context, Levinson expanded on the neo-

[33] Horn, L.R. "Toward a New Taxonomy for Pragmatic Inference: Q-based and R-based Implicature." Dalam D. Schiffrin (Ed.), *Meaning, Form, and Use in Context*, Georgetown University Press, . (1984). p. 11-12.

[34] Horn, L.R. (1984). *Ibid*, p. 13.

[35] Horn, L.R. *A Natural History of Negation*, University of Chicago Press, (1989). p. 232.

[36] Horn, L.R. (1989). *Ibid*, p. 234.

[37] Horn, L.R. "Implicature." Dalam L.R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics*, Blackwell, (2004). p. 14.

Gricean framework.[38] His primary focus is on how implicature is systematically accounted for in language structure, bridging the gap between semantics and pragmatics.[39] Levinson identifies three main heuristics that underlie implicatures: the M-heuristic, which relates to unusual means of delivery, the I-heuristic, which relates to the most informative interpretation, and the Q-heuristic, which relates to in formativeness.[40] According to Levinson's theory, implicature is essential for resolving the issue of semantic under determination, which is the reality that semantic meaning is frequently insufficient to ascertain what is being communicated.[41] Levinson explains how implicatures can be an instinctive and effective component of language processing through the idea of default pragmatics, which helps to explain how communication can occur swiftly and successfully in spite of linguistic ambiguity.[42]

Mey takes a social pragmatics approach to implicature, stressing the importance of social and cultural settings in interpreting implicit meaning.[43] Mey views implicature as a phenomenon that is ingrained in social practices and power dynamics in society, as

[38] Levinson, S.C. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press, (2000). p. 11.
[39] Levinson, S.C. (2000). *Ibid*, p. 21-22.
[40] Levinson, S.C. (2000). *Ibid*, p. 35-36, 76, 136.
[41] Levinson, S.C. (2000). *Ibid*, p. 4.
[42] Levinson, S.C. (2000). *Ibid*, p. 5-6.
[43] Mey, J.L.. *Pragmatics: An Introduction*, 2nd Edition, Blackwell, (2001). p. 45.

opposed to more cognitive approaches.[44] Mey created the concept of "social implicature," which illustrates how cultural and social norms influence and limit the manner in which implicatures can be created and understood.[45] According to Mey, implicature is a crucial instrument in the negotiation of social identity and interpersonal relationships,[46] in addition to being a linguistic phenomenon. By focusing on how actual people use language in tangible social circumstances, Mey's user perspective pragmatics method emphasizes that implicature must be understood in the context of speech acts and larger social activities.[47]

b) Types of Implicature

Implicature types are divided into various parts, all explained as follows. According to Grice, He divides implicature types into two general parts, namely.

1) Conventional Implicature, bound to specific linguistic forms and independent of specific context.
2) Conversational Implicature, arising from specific contexts and based on the principle of cooperation.[48]

According to Levinson, he divides implicature types into two general parts, are.

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[44] Mey, J.L. (2001). *Ibid*, p 56-57.
[45] Mey, J.L. (2001). *Ibid*, p. 52-53.
[46] Mey, J.L. *Concise Encyclopedia of Pragmatics*, Elsevier, (2009). p. 365.
[47] Mey, J.L. *Pragmatics: An Introduction*, 2nd Edition, Blackwell, (2001). p. 59-60.
[48] rice, H.P. (1975). Logic and Conversation. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics 3: Speech Acts*, p. 41-42.

1) Quantity Implicature (Q-implicature) Related to sufficiently informative information.
2) Informative Implicature (I-implicature) related to the simplification of information.
3) Implicature of Manner (M-implicature) Related to an unusual way of delivery.[49]

Therefore types of implicature by Jacob. L. Mey, are.

1) Conventional Implicature, which is restricted to particular lexical elements and unaffected by unique aspects of the utterance context. A particular linguistic expression has this implicature attached to it.
2) Context-dependent conversational implications, which result from the interaction of particular contexts with conversational principles. Mey classifies conversational implicature into; certain Conversational Implicature, which need certain contextual information to be processed and only appears in specified contexts. The phrase "generalized conversational implications" can be used in a variety of conversational contexts and is not dependent on any particular setting.
3) Mey added the category of "Social Implicature," which highlights implicatures derived from societal and cultural norms. The impact

[49] Levinson, S.C.. *Presumptive Meanings: The Theory of Generalized Conversational Implicature.* MIT Press, (2000). p. 1-2.

of sociolinguistic elements on implicature interpretation is reflected in this category.[50]

George Yule asserts that there are two primary types of implicatures, Conventional Implicature and Conversational Implicature. Nonetheless, Yule distinguishes three additional subtypes of conversational implicature, bringing the total number of implicature types to five. The meaning that certain words or phrases convey that does not require further explanation is known as conventional implicature. Expressions with a set meaning in a specific language or culture serve as examples. Then Conversational Implicature, which involves interaction between speakers and listeners and is contingent upon the communication situation's context. Thus, Yule classifies implicatures into five types that include the main categories and subtypes of conversational implicatures which are briefly presented in the following table.

Table. 2.1. Types of Implicature by George Yule

No	Types	Characteristics
1	**Conventional Implicature**	It arises from the use of certain words or phrases i.e. “but,” “even,” “however,” “therefore,” etc., which have a fixed conventional meaning, regardless of context. The meaning is already established and generally recognized in the language.

[50] Mey, J.L. *Pragmatics: An Introduction.* Blackwell Publishing, (2001). p. 45.

2	**Conversational Implicature**	It is related to other meanings expressed in the conversation and requires the listener to draw inferences to understand the speaker's intent. Meaning is not stated directly, but can be inferred from context and shared understanding.
3	**Generalized Conversational Implicature**	Listeners can understand the indicated meaning without the need for special context. The additional meaning comes from the use of certain phrases in everyday conversation.
4	**Scalar Conversational Implicature**	Speakers use words or phrases that indicate values on a scale, such as “all,” “most,” “some,” “a few,” “always,” “often,” and “sometimes.” The use of these words implies additional information based on the position of the word on the scale.
5	**Particularized Conversational Implicature**	Can only be understood in certain situations. Implicit meaning depends on the specific circumstances surrounding the speech. The listener must know the circumstances and draw more precise conclusions to ascertain the relationship between the stated meaning and the implied meaning.

Based on the brief explanation in the table above, the researcher then explains in more detail with the following description.

1. Conventional Implicature

Conventional implicature, according to George Yule, are a particular kind of implicature that arises from the usage of specific words or phrases that have a conventional meaning that is constant regardless of the context in which they are employed. Meanings that are previously established and acknowledged in language generally are the subject of conventional implicature. This indicates that further context is not necessary to understand the additional meaning that is conveyed.

Conventional Implicature is associated with certain words and produces additional meaning when those words are used. Such as the conjunctions but, even and yet.

a) *However,* with examples: Maya suggested taking a motorcycle taxi, but Anggi chose to walk.

b) *Even* describes opposition to expectation, example: Even Erik came to the party, he even helped clean up afterward. With this example, two events are stated, namely Erik's arrival and the help Erik did.

c) *Yet* in the example conversation: Risa is not here yet. The speaker produces the implicature that she expects Risa's statement to be here. [51]

[51] *Ibid,* .p. 45.

Then there is another source that says that the words below can also cause Conventional Implicature:

d) *Therefore* Implies a conclusion from the previous information.

   For example: He is a doctor, therefore, he helps people.

   Implicature: Being a doctor usually means he helps people.

e) *However* Indicates a shift or contrast in the argument.

   For example: He came, however, he was late.

   Implicature: Although he came, there was a downside (being late)

f) *Even* implies an emphasis on unexpected information.

   For example: Even he did not come.

   Implicature: His presence was expected, but it did not happen.

g) Not only... but olso...: implies the addition of conflicting information.

   For example: He is not only a doctor, but also a writer.

   Implicature: He has many roles beyond just being a doctor.

h) On the other hand: shows two situations that occur simultaneously but differently.

   For example: He studies hard, on the other hand, he also plays hard.

   Implicature: Both activities are happening at the same time.

i) In other words; implies an explanation or clarification of a previous statement

For example: He is very smart, in other words, he always gets high grades.

Implicature: His intelligence led him to academic success.[52]

These words help speakers and listeners understand the implicature of the statement without the need for extra context by conveying additional meanings that are already widely accepted. A key concept in pragmatics is conventional implicature, which demonstrates how certain words can express meaning without the need for other context. We can more effectively examine verbal communication and how speakers can express more information than is expressly stated when we comprehend this kind of implicature.

2. Conversational Implicature

According to Yule, this implicature is related to other meanings that are expressed in conversation and need the listener to draw conclusions in order to comprehend the speaker's intention. Meanings that are not directly stated in speech but can be deduced from context and mutual understanding between the speaker and the listener are referred to as conversational

[52] Faizun Muntadiroh, *Convensional Implicature in Bruder Grimm's Der Singende Knochen*, (Undergraduate student of German Literature, Faculty of Language and Arts, Surabaya State University).

implicature.[53] This means that what a speaker intends is often more than just the words spoken.

Conversational implicature facilitates more effective and meaningful communication. In order to grasp the actual meaning of what is being said, listeners frequently need to draw on shared knowledge and context, which makes the engagement more dynamic.

3. Generalized Conversational Implicature

An example of a generalized conversational implicature is one in which the listener can understand the indicated meaning without the requirement for particular context, such as background knowledge or particular circumstances. The additional meaning that is indicated is only derived from the use of particular phrases in everyday speech.[54]

By providing extra meaning without having to explain every detail, generalized conversational implicature makes communication more effective. It enhances conversations with greater depth and contributes to relationships that are more dynamic. Let us say someone says, "She has two kids." Although it is not stated directly, the listener can infer from this sentence that the speaker has no more than two children.

[53] Yule, G, *Pragmatics*. (New York: Oxford University Press, 1996). p. 40.
[54] *Ibid*. p. 40.

4. Scalar Conversational Implicature

When speakers use words or phrases that indicate the value of a scale, such as "all," "most," "some," "a little," "always," "often," and "sometimes," they are exhibiting scalar conversational implicature.[55] In this instance, the usage of these words implies additional information depending on the word's position on the scale in addition to providing information about number or frequency.

Each word has a specific level of quantity or frequency in scalar implicature, which is based on a scale of values. For instance, "some" has a lesser value on the scale than "all," which has the maximum value. The audience can make additional inferences regarding the implicit meaning when a speaker selects a specific word from the scale. For instance, the listener may infer that not all students succeeded if someone states, "Some students passed the exam."

Additional complexities in communication are provided by scalar conversational implicature. Speakers can communicate ideas more subtly and intricately by utilizing words from the scale. Because the listener must actively participate in the process of interpreting the meaning, this makes the conversation more dynamic and interactive. Assume A: "Has everybody come?" B:

[55]Yule, G, *Pragmatics*. (New York: Oxford University Press, 1996). p. 41.

"Only a few." In this scenario, B's answer implies that not everyone is present. Although it does not specify the precise quantity, the term "some" suggests that some persons did not attend. To get this extra meaning, the listener must apply their understanding of scale.

5. Particularized Conversational Implicature

Only in a particular situation can this kind of conversational implicature be comprehended. The implicit meaning in this context is contingent upon the particular circumstances surrounding the talk. When a statement's additional meaning can only be understood by taking into account the circumstances of a specific event, this is known as particularized implicature.[56]

This implies that in order to comprehend the implicature in issue, the listener must be aware of the circumstances. Additionally, the listener must draw conclusions that are more precise in order to ascertain the connection between the stated meaning and the implied meaning. Effective comprehension of the implicit meaning requires that the listener have shared knowledge with the speaker and be able to apply the information provided to the pertinent context. For example A: "What happened to the roast? B: "The dog looks very happy." In this example, B's statement implies that the dog may have eaten the

[56] Yule, G, *Pragmatics.* (New York: Oxford University Press, 1996). p. 42.

roast, but this understanding can only be drawn if the listener is aware of the context in which the roast exists and the dog's behavior.

By adding meaning beyond what is stated directly, particularized conversational implicature enhances communication. Because the listener must actively participate in the process of meaning interpretation, it enables more dynamic and engaged interactions. We can appreciate the subtleties of ordinary communication and how context influences how we interpret other people's speech if we have a solid understanding of Particularized Conversational Implicature.

Following the aforementioned explanation, the researcher decided to use George Yule's idea. This theory is frequently selected for a number of factors that make it more applicable and useful for comprehending and evaluating implicature. George Yule's theory is preferred over alternative ideas for the following reasons:

1. Implicature classification

   Yule offers two distinct and methodical categories for implicature there are conversational implicature and conventional implicature. Understanding the various implicature and their roles in communication is made easier by this classification. Sub-Categories of Conversational Implicature. Then, in his book, George Yule breaks down conversational implicature into three

subcategories: General, scalar, and particular.[57] Understanding the context and kinds of implicature that occur in different communication contexts is made easier by these subcategories.

2. Use in Analysis

Utilization in Studies, Because Yule's theory can explain implicature in a wide range of situations, it is frequently applied in research. Additionally, in order to comprehend how implicature work in social interactions, Yule also considers the social components of communication in application in social contexts. Because of this, Yule's theory is more applicable when analyzing communication that involves interpersonal interactions.

3. Ease of Understanding

Researchers and analysts can better grasp the meaning conveyed by speech thanks to Yule's theory, which simplifies pragmatic ideas. This facilitates the use of Yule's theory in a variety of analytical scenarios.

4. Consistency with other theories

Yule's theory is in line with other pragmatic theories, like Grice's theory, which also defines implicature as a proposition that is inferred from a context through an utterance. Yule's approach is easier to integrate with other implicature analysis

[57] .,*Ibid*, p. 40-45.

theories because of this uniformity. George Yule's theory was thus selected because it is easy to understand, has been widely used in research, has a clear categorization of implicature, and is consistent with other ideas.

c) Meaning in Implicature

According to a number of pragmatics experts, implicature in conversation is a crucial idea in linguistics and pragmatics that describes meaning that is not directly conveyed by the speaker but that the listener can understand through context and situation:

1. A key contributor to the creation of implicature theory was H.P. Grice. Quantity, quality, relationship, and method are the four maxims that make up the Principle of Cooperation, which he proposed. The listener must deduce the implied meaning when the speaker transgresses one of these maxims, which gives rise to implicature. Grice clarifies that "conversational implicature is the meaning added by the listener based on context and shared knowledge".[58]
2. "Meaning that is not expressed directly but can be understood through context" is what Brown and Yule define as implicature. They stress how crucial social context and setting are to

[58] Grice, H.P. Logic and Conversation. In *Syntax and Semantics*, *Vol. 3*: Speech Acts. p. 63.

comprehending implicature meanings, as well as how speaker-listener interactions affect meaning comprehension.[59]

3. Levinson emphasized that implicature is part of pragmatic meaning, namely meaning that is constructed in social interaction.[60] He also argued that implicature is part of pragmatics, which provides an explanation of how meaning can be produced in communication. He states "implicature allows us to understand the meaning of more than just what is literally said," emphasizing the importance of context and inference in the communication process.
4. According to Kaiser, implicature is an interpretation that is inferred and frequently has a hidden meaning. He underlined how social interactions affect our comprehension of speech and that "an understanding of context is very important to grasp the meaning of implicature."[61]
5. Ababa listed the features of conversational implicature, such as the ability to be canceled in specific situations. The veracity of what is said is independent of the veracity of an implicature substance. Implicature frequently rely on the listener's and speakers shared knowledge and are contextual.[62]

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[59] Brown, G., & Yule, G. *Discourse Analysis.* Cambridge University Press. (1975). p. 87.
[60] Levinson,. *Pragmatics*. Cambridge (Cambridge University Press. 1995). p. 53.
[61] Kausar, A.R. *Implicature in Conversation.* (Indonesian Linguistic Journal, 2020). 17(2), p. 123-135.
[62] Nababan, P.W.J. *Pragmatics: Theory and Applications*(Jakarta: Rineka Cipta, 1993). p. 84.

6. "Implicature is also related to the act of language," says John Searle. He makes a distinction between what is intended (implicature) and what is expressed (proposition), highlighting the fact that interpreting communication meaning frequently requires more than language study.[63]
7. The idea of "scalar implicature," which was created by Laurence Horn, states that an implicature meaning is determined by the words used on a specific scale (for example, "some" vs. "all"). He contends that being aware of this scale enables listeners to infer the speaker's meaning.[64]
8. According to Atlas and Levinson, implicature serve as a means of communicating extra information without having to say it aloud. They demonstrate that examining how people interact in intricate social contexts requires a grasp of implicature.[65]

Since this research stresses an awareness of the context to capture the meaning of implicature during communication, Levinson's theory is used in the section of the study that examines the meaning of conversation in implicature.

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[63] Searle, J.R. *Speech Acts: An Essay in the Philosophy of Language* (Cambridge University Press, 1969). p. 16.

[64] Horn, L.R. *On the Semantic Properties of Logical Operators in English*. PhD Dissertation, (University of California, Los Angeles, 1972). p. 53.

[65] Atlas, J.D., & Levinson, S.C. It's all in the Game: The Role of Implicature in Communication. In *Language and Communication*, Vol. 1(4), (1981). p. 267-284.

2. Context

In pragmatics, context is a multifaceted and intricate idea. Pragmatists concur that correctly interpreting speech requires an awareness of context. Context encompasses a number of factors, including the speakers' and listeners' shared knowledge, social background, physical circumstances, and presumptions. This lessens the possibility of misunderstandings and enables efficient communication.

According to Paul Grice, context plays a crucial role in interpreting speech. He established the Cooperation Principle, according to which in order to achieve a shared understanding in communication, speakers and listeners must cooperate. According to Grice, context aids the listener in deducing the meaning that is conveyed by the maxims' (number, quality, relevance, and manner) violation. When someone says, "It's raining outside," for instance, it can be taken to mean that you should pack an umbrella.[66] The study of the connection between language and circumstance is another definition of pragmatics given by Stephen C. Levinson. He contends that context encompasses all information that may influence how an utterance is interpreted. According to Levinson, context encompasses elements that are essential for a correct comprehension of

[66] H. P. Grice, *Logic and Conversation in Syntax and Semantics: Vol. 3. Speech Acts*, ed. by P. Cole and J. L. Morgan (New York: Academic Press, 1975). p. 41-58.

meaning, such as the speakers and listener's shared knowledge, social background, and physical circumstances.[67]

Additionally, Geoffrey Leech defines context as the shared background knowledge between interlocutors and speakers. It contains all the information necessary to decipher the utterance's meaning. According to Leech, communication misconceptions can be prevented by using context. For instance, the context in which a certain expression is used can alter its meaning.[68] Then, according to Jacob L. Mey, context is a collection of presumptions and information that listeners and speakers share, including social and cultural elements. Mey highlights that comprehension of context requires both explicit and implicit assumptions. Social standing, interpersonal interactions, and cultural background are a few examples of context.[69]

Rustono also contends that in social interactions, context can be used to make an utterance's meaning more clear. He separates context into two groups: circumstances surrounding specific events and statements that lend credence to the interpretation of meaning.[70] George Yule then went on to clarify that context is the setting or circumstance in which communication occurs. This includes the speaker, the recipient, the location, the time, and the social setting that influences how the message

[67] Stephen C. Levinson,*Pragmatics* (Cambridge: Cambridge University Press, 1983). p. 59.
[68] Geoffrey N. Leech, *Principles of Pragmatics* (London: Longman, 1983). p. 70.
[69] Jacob L. Mey, *Pragmatics: An Introduction* (Oxford: Blackwell, 1993).p. 68.
[70] R. Rustono, *Pragmatics and Language Teaching* (n.d.). 37.

is understood.[71] The listener can better understand the speaker's meaning thanks to this context. Yule also stresses how crucial it is for speakers and listeners to share shared knowledge. Communication works better when speakers and listeners are both knowledgeable about the subject or circumstance being discussed. According to George Yule, the following conversational contexts include: Who is speaking, to whom is the conversation being addressed, where the conversation is occurring, and when the conversation is occurring:

a. Who is Speaking (Speaker): This describes the individual uttering the words. When they talk, speakers bring a certain background, expertise, and goal. Teachers may communicate differently than their peers, for instance.
b. To Whom (Listener): This refers to the individual who hears or takes in the speaker's message. Listeners' understanding of what is being said is also influenced by their personal experiences and knowledge. For instance, the speaker might employ simpler language if they are addressing young listeners.
c. Where Communication Occurs Understanding meaning depends on the location of communication. A discussion in a cafe will have a different setting than one in a classroom, for instance. Speaking style and tone can be influenced by the surroundings.

[71] Yule, G. *Pragmatics.* Oxford University Press. 1996. p. 54.

d. When (Time) in the context of communication, time is also important. A statement made in the morning might convey something different in the evening. "Good morning!" is only appropriate if it is stated in the morning, for instance.

e. The Impact of Social Situations. A number of social situational elements influence how meaning is interpreted, including:

    1) Social standing, Yule highlights that the relative status between speakers and listeners has a vital role in influencing how communications are communicated and received. For instance, in some cultural circumstances, speakers of lower rank may address someone of higher status using a more formal or courteous style of language. This illustrates the social consciousness and etiquette standards of that culture.

    2) Cultural factors, communication style are also influenced by culture. Yule points out that language usage and interpersonal interactions can be influenced by cultural norms. For instance, people often employ indirect terms to make their points because straightforward language is viewed as rude in some cultures.

    3) Shared Knowledge, in social settings, speakers and listeners exchange knowledge. According to Yule, interpreting a message requires an awareness of the situational context, which includes the parties' backgrounds, experiences, and information. If speakers

and listeners have different understandings of the context, then the meaning of the message can become blurred or misinterpreted.

4) External elements, message interpretation can also be influenced by external elements like time and place, in addition to internal factors like interpersonal relationships. In contrast to a friendly chat, a formal setting like a business meeting will necessitate the use of more official language.

According to George Yule, context, which encompasses previous knowledge, social circumstances, and shared knowledge between speakers and listeners, is an essential component of pragmatics. Accurately and successfully interpreting speech meaning in daily conversation requires an understanding of context.

3. English Zone

a) Definition

The English Zone is a learning environment that gives people the chance to communicate and work together in English. The English Zone can be considered a "dynamic learning environment that encourages the active use of English through interactive activities, discussions, and collaborations," according to Cameron.[72] The goal of IAIN Curup's English Zone program is to help students, particularly

[72] Cameron, L.. *Dynamic Environments for Language Learning: Exploring English Zones*. Journal of Language Teaching and Research. (2022).

those in the English Tadris Study Program, become more proficient speakers of the language.[73] Here are the definitions of English Zone from various perspectives.

a) The term "English Zone" refers to a physical or mental place created especially to support the intensive use of English.[74]

b) Through practical experience and genuine contact, it acts as an immersive learning environment that promotes the development of English language proficiency in students.[75]

c) English Zone is a pedagogical approach that establishes a "language ecosystem" in which students use English in context and in a meaningful way, according to the modern paradigm for language learning.[76] The relevance of social context in language acquisition is emphasized by the concepts of Communicative Language Teaching and Task-Based Language Teaching, which are consistent with this method.

d) Current studies indicate that regular use of English Zone can enhance students' intercultural understanding and motivation to

[73] Eka Apriani, Sakut Anshori, and Sarwo Edy, "The Effect of English Zone on the Speaking Ability of Tadris English Students at IAIN Curup," IAIN Curup Journal of English Education 5, no. 2 (2023): 45-50.

[74] Namaziandost, E., & Nasri, M. "The impact of social media-based language activities on EFL learners' motivation and their speaking skills development." *Education and Information Technologies*, 27(3). (2022). p. 3571-3593.

[75] Kukulska-Hulme, A., & Lee, H. "Mobile Collaboration for Language Learning and Cultural Learning." In J. Burston & D. Tsourounis (Eds.), *Mobile Assisted Language Learning Across Educational Contexts*. Castledown Publishers, (2020). p. 45-62.

[76] Jiang, A. L., & Zhang, L. J. "University English as a lingua franca: Forms and features in campus-wide English zones." *World Englishes*, 40(2), (2021).p. 172-190.

learn in addition to their language proficiency. Learners can play with the target language in a safe environment without worrying about making mistakes in an English Zone, which boosts their confidence in cross-cultural communication.[77]

Then in this study will be conducted in English Zone English Tadris Study Program IAIN Curup. This study of implicature in English Zone conversations only focuses on fifth semester students. This exercise can give pupils the chance to use what they have learned about English in everyday situations. Lecturers in the English Department at IAIN Curup, such as Sakut Anshori, Sarwo Edy, and Eka Apriani, helped create and carry out the English Zone activities and started the program.[78] The schedule of English Zone activities is usually determined every semester and announced through an official announcement from the English Department. This activity usually takes place on Monday and Wednesday in the English Tadris Study Program environment. Here, participants do not merely study English from books, but they practice firsthand in real-life circumstances.

[77] Liu, D., & Huang, X. (2022). "Creating virtual English zones: Affordances and challenges in online language learning environments." *RELC Journal*, 53(2), hal. 411-428.

[78] English Department, Annual Report of IAIN Curup English Department (Curup: IAIN Curup Press, 2024), 12.

b) Characteristics of English Zone

1. An immersive setting. An environment where participants must speak English is created by English Zone. This lessens the psychological obstacles that students frequently encounter when learning a foreign language.[79]
2. Organized Exercises. The curriculum includes a number of structured activities, including pronunciation labs, group discussions, and recurring special events. The purpose of these exercises is to increase participants' self-assurance when speaking English.[80]
3. Tight Guidelines. There are regulations in the English Zone that mandate that participants communicate in English. In order to promote regular speaking practice, violations of these guidelines are typically punished.[81]
4. Usability flexibility. The contemporary English Zone is made to support a range of learning activities, both group and individual.[82]

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[79] Aszhari, & Ma'rifatulloh, S. *Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School.* (Scientific Journal.2024).

[80] Wiharno, et al. *Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School*."(Scientific Journal. 2016).

[81] Wibowo, A., & Suharto, M. *English Zone as an Alternative Method of Learning Speaking English for Elementary School Children*. Journal of Scientific Language and Literature", 1(2), (2014) 128-136.

[82] Zhao, K., & Campbell, R. "Adaptable Learning Spaces: Multi-functional English Zones in Contemporary Educational Settings." International Journal of Educational Research, (2024). 121, 101942.

c) Function of English Zone

1. Improving communication abilities. Enhancing members' speaking abilities through practical practice in a social setting is one of the English Zone's primary goals.[83]
2. Encourages self-assurance. Participants can feel more comfortable using English outside of their comfort zone by practicing speaking in a supportive setting.[84]
3. Social Skills Training. English Zone promotes communication and teamwork among members, which aids in the development of participants' social skills.
4. Getting Ready for a Worldwide World. This curriculum equips individuals to take on a more active role in the global setting, given the growing demand for English proficiency in the global workplace and educational system.[85]

B. Review of Previous Studies

There are six current studies related to the discussion of Implicature.

1) The first research is An Analysis of Implicature found in WhatsApp Stories by Afiifah Al Rosyiidah at 2020, the implicature in the WhatsApp stories are the main subject of this investigation. The purpose of this study is to use Yule's (1996) theory to identify and describe the many kinds of

[83] Aszhari, A.T., & Ma'rifatulloh, S. *Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School.* (Scientific Journal. 2024).

[84] Wiharno, et al. *Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School.* (Scientific Journal. 2016).

[85] Yayasan Pendar Pagi. (n.d.). *English Zone.* Accessed from [pendarpagi.org] (https://pendarpagi.org/pemberdayaan/pendidikan/english-zone/).

implicature that may be discovered in WhatsApp stories. The research design used in this study is qualitative. Additionally, content analysis is used to gather information, making the writer the primary tool for the research. Therefore, interactive data analysis is used to examine and interpret the data. The study's data comes from WhatsApp tales that show up in the author's WhatsApp app.[86]

2) The second research written by Silvia Alfi Nurfatma, et al. With the research title "Conversational Implicature in The Toy Story 4". Using the movie Conversational Implicature in the Toy Story 4 as its subject, this study concentrated on the dialogue of the characters. The Toy Story 4 movie script and the film itself were the sources of the data used by the researcher. The character uses an implicit meaning in their speech to convey a message; this is known as implicature in pragmatics. Based on it, the researcher applies Grice's theory to attempt to explain the implicature utterance's hidden meaning. Grice distinguished between two kinds of implicature: particularized implicature and generalized implicature.[87]
3) The third research with the tittle Implicature Analysis on Online Lecture Courses of English Education Study Program by Nadhea Intan Fitria, dkk. This research aims to reveal the types and implied meanings of implicatures found in online lecture courses of English education study

[86]Afiifah Al Rosyiidah, *An Analysis of Implicature Found In WhatsApp Stories.* (Department of English, Faculty of Social and Cultural Sciences, Univercity Trunojoyo Madura. 2020), 65.

[87] Silvia Alfi Nurfatma, et al. *Convesational Implicature in the Toy Story 4*. Al-Ghifari University. (TheGist, vol 5, no1, 2022)

program at one of the university in Yogyakarta. In this research using descriptive qualitative research methods by a theory from Grice (1975).[88] The research by Nadhea Intan Fitria, dkk with this study is located on the object, which is equally exploring the implicature in students who learn English. then the difference lies in the use of theory and the situation of participants, research by Nadhea Intan Fitria, dkk using Grice theory while this study uses the theory of Yule, then the next difference in the situation of participants, in research by Nadhea Intan Fitria, dkk participants studied in the online state, while this study is a daily conversation directly.

4) The fourth study with the title Analysis of the Meaning behind Words through Malay Film Dialogue written by Norhidayu Hasan, et al. in 2024. In order to more clearly and precisely emphasize this language issue, this study also uses text analysis techniques. This study also employs text analysis methods to highlight this linguistic phenomenon more precisely and clearly. The data analysis results reveal that speakers use utterance necessitating interpretation beyond its literal meaning to evoke implicature. These implicature demonstrate the speaker's true meaning and subsequently clarify the speaker's intentions. Such utterance usage can be

[88] Nadhea Intan Fitria, dkk. *Implicature Analysis on Online Lecture Courses of English Education Study Program, Volume 6 No. 2*, 2023 P-ISSN 2623-0062 Univercity Banten Jaya.

linked to the Malay community's cultural, religious, and societal thoughts, which highly value decorum in conveying messages.[89]

5) The last study is The Implicature of women's language Conversation by Shin Tanokura in The Drama Series Oshin by Eko Kurniawan and Shofi Mahmudullah Budi Utami. This study is a kind of qualitative research. The method used in this study is descriptive analysis with Connect and Compare equation techniques and linking and differentiating techniques.[90]

From the five previous studies above, researchers found similarities and differences that can be used as research gaps. Among the similarities and differences between previous research and this research are, the similarities of the five studies that are in common with this research are the approach methods used, namely this research both uses a qualitative approach, both discuss implicature and some use the theory of George Yule as well. While the differences from the above studies are several differences, namely the first from the object of research, namely novels and films, then there are differences in research objectives, namely some focus on the context of conversations in the media, while this study focuses on real time context implicature at the student level only, where students have background knowledge of implicature. Furthermore, the

[89] Hasan, N., Mohamad, N., Ghazali, M. F. M., Rifin, M. N., & Salleh, N. A. A. M. (2024). *Analysis of Meaning Beyond Words Through Malay Film Dialogue*. Communication Journal: Malaysian Journal of Communication, 40(1), 1-16.

[90] Eko Kurniawan, Shofi Mahmudah Budi Utami, *Conversational Implicature of Women's Language by Shin Tanokura in Drama Series of Oshin*, Jenderal Soedirman University, Purwokerto, Indonesia. (IZUMI, Volume 10 No 1, 2021, [Page | 184] e-ISSN: 2502-3535, p-ISSN: 2338-249X)

difference between previous research and this research is in the use of theory.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This research was used a qualitative method by using a descriptive design as a presentation of results, and used document analysis instruments to analyze documents in the form of student conversation scripts in depth. Qualitative research method is an approach that aims to deeply understand the meaning of a social phenomenon, culture, or human behavior.[91] This research takes natural data, when the English Zone activities are carried out and the students chat using English, therefore the qualitative approach is very suitable for this case. In qualitative research, the data used is descriptive, such as written or spoken language, obtained from people and actors who can be observed.[92] Then to describe a research a descriptive was been used, which describes the phenomenon in detail and accurately. In short, the qualitative descriptive method explains data related to facts, circumstances, variables, and phenomena that occur when research is conducted.

As well as the documents as the source of this research are the conversation scripts of fifth semester students during the English Zone, which are then analyzed. Document analysis is a research tool that was used to review and evaluate documents in various forms, such as conversation

[91] Denzin, N. K., & Lincoln, Y. S. The SAGE Handbook of Qualitative Research. Sage Publications.(2011) p. 112.

[92] Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*

transcripts.[93] This method is commonly used in qualitative research to explore meaning, understand context, and find patterns in a phenomenon. Thus, this study also uses document analysis to examine the types and meanings of implicatures in conversations to understand the implied meanings that arise in verbal interactions. Implicature refers to a message or intention that is not explicitly expressed but can be understood based on the context and principles of communication. This is in line with the purpose of this study, which is to identify the type and meaning of implicature in students' conversations during English Zone.

B. Data of Research

The data of this research is in the form of conversations of Tadris English students during the English Zone activities and the object of research is the fifth semester students of Tadris English. Then from the conversation, 92 conversations have been obtained. That is, the data in this study were obtained from the conversations of fifth semester students of English Department during the English Zone activities. The reason why the researcher only focuses on fifth semester students is because they have studied Pragmatics and Speaking courses in the previous semester, so it is expected that they are familiar with implicature and fluent in speaking English. This study considers the context in which the phenomenon occurs, which can affect its meaning. This allows the analysis to be conducted by considering aspects

[93] Bowen, G.A. (2009). *Document Analysis as a Qualitative Research Method.* Qualitative Research Journal, 9(2), 27-40.

that influence the cause of the implicature, such as shared knowledge, and common background.

C. Technique of Collecting Data

Data collection technique according to Klaus Krippendorff is a systematic procedure for obtaining data from documents, texts, or communication media in order to understand the meaning, patterns, and structure of communication in a particular context.[94] In this study, the data collection technique used is the recording technique. Recording technique is a data collection method in which researchers use recording devices such as smartphones to record conversations or interactions that occur naturally.[95] This technique allows the researcher to capture accurate and detailed data, including words, intonation, pauses, and other nonverbal elements relevant for implicature analysis.

As for the process of data collection, the researcher was prepared a recording device at the research location, in this case the researcher was used a smartphone as a recording device and recorded student conversations when students communicate during the English Zone. The researcher conducted the recording openly, namely by informing the participants that they were being recorded. Data collection lasted for three weeks, this research was conducted six times, in one week there were two days of English zone activities, namely

[94] Krippendorff, K. *Content Analysis: An Introduction to Its Methodology* (2nd ed.). Thousand Oaks, CA: Sage. (2004).

[95] Hennink, Monique M., et al. *Qualitative Research Methods*. SAGE Publications, 2020.

Monday and Wednesday. The following are the steps that have been taken by researchers in collecting research data regarding the analysis of implicature in student conversations in the English Zone.

1. Researchers have asked permission from the parties concerned, namely by making a research permit at the IAIN Curup campus, as well as asking permission from students who were recorded when speaking.
2. The researcher has determined the research participants, namely fifth semester students.
3. The researcher conducted the research in the English Department environment and on the day of the English Zone activities, namely Monday and Wednesday.
4. Researchers recorded the conversations of fifth semester students during English Zone activities.
5. The researcher transcribed the recording of the conversation verbatim (word for word).
6. Researchers stored recording data, transcripts, and photo documents as additional documentation in a safe and organized manner.

These are the steps of data collection that have been carried out by researchers in this study.

D. Instrument

Research instruments are tools used to collect, measure, and analyze data relevant to the research objectives.[96] In qualitative research such as the analysis of implicature in conversation, instruments can be audio recordings, conversation transcripts, or observation notes used to capture the context of communication.[97] This research has used research instruments in the form of document analysis. Document analysis instruments are tools used to systematically evaluate and interpret the content of documents.[98] It assists researchers in collecting qualitative data from different types of documents, such as texts, images or artifacts. Therefore, this research on the analysis of implicature in conversation uses this instrument because this instrument can help analyze documents in the form of student conversation script text. The following are the steps that researchers have taken to analyze documents.

1. The researcher has read and understood the scripts of the conversations of the fifth semester Tadris English students during the English Zone.
2. The researcher has identified the types of implicatures that exist in the conversations of the fifth semester Tadris English students during the English Zone.
3. The researcher has analysed the meaning of utterances from the conversations of fifth semester students of English Department during the English Zone.
4. The researcher has filled in the analysis table with relevant information.

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[96]Teachers College, Columbia University. "Research Instrument Examples."

[97] DiscoverPhDs. *What is a Research Instrument?*

[98] Gramedia. Research Instruments: Definition, Functions, Types, and Examples1. Gramedia Digital, December 18, 2024.

Furthermore, this research uses a blueprint document analysis, an instrument that uses a blueprint document analysis checklist is a tool designed to ensure that the document analysis process is carried out systematically and comprehensively.[99] This blueprint serves as a structured guide that assists researchers or analysts in evaluating documents based on predetermined criteria. Checklists are used to record the presence or absence of certain elements in the document, thus facilitating data analysis.[100] Therefore, the following is the blueprint table used in this study.

Table 3.1. Blueprint of Document Analysis Checklist

No	Aspect	Indicator	Sub-Indicator	Description
1	**Types of Implicature**	**1. Conventional Implicature**	1. Presence of specific words	Identifying words such as *but, even, yet, therefore, however, not only... but also, on the other hand, in other words*
			2. Additional meaning implied	Analyzing the extra meaning conveyed by these words

[99] Hennink, Monique M., et al. *Qualitative Research Methods*. SAGE Publications, 2020.
[100] Sugiyono. Quantitative, Qualitative, and R&D Research Methods. Alfabeta, 2013.

No	Aspect	Indicator	Sub-Indicator	Description
			3. Context-independence	Checking whether the meaning remains constant regardless of context
		2. Conversational Implicature	1. Hidden meanings in conversations	Identifying meanings beyond literal statements
			2. Need for inference	Evaluating whether the reader/listener must make inferences
			3. Efficiency in communication	Determining if implicature enhances brevity and richness of conversation
		3. Generalized Conversational Implicature	1. Common language usage	Checking for sentences where meaning is implied by default

No	Aspect	Indicator	Sub-Indicator	Description
			2. Lack of need for specific context	Ensuring that the implied meaning does not rely on a particular situation
			3. Examples like numerical descriptions	Identifying cases like "She has two children" and analyzing the implied limitation
		4. Scalar Conversational Implicature	1. Use of scalar terms	Identifying words that indicate levels such as *all, most, some, a little, always, often, sometimes*
			2. Positioning on a scale	Determining whether a word implies a contrast with stronger terms

No	Aspect	Indicator	Sub-Indicator	Description
			3. Meaning derived from scale	Checking for implicature of using a lower-scale word instead of a stronger one (e.g., "Some students passed" implying that not all passed)
		5. Particularized Conversational Implicature	1. Meaning dependent on context	Identifying cases where implicature is only understood in a specific scenario
			2. Shared knowledge requirement	Assessing whether background knowledge is necessary to interpret meaning
			3. Example-based	Evaluating instances like

No	Aspect	Indicator	Sub-Indicator	Description
			validation	"The dog looks happy" in response to "What happened to the roast?" and confirming contextual reliance

Based on Yule's theory, this research aims to identify the type and meaning of implicature[101] in student conversations during English Zone activities, so the researcher uses an analysis guide in the form of.

Table 3.2. Analysis of Implicature Type

No	Context	Utterances	Types				
			CI	CRI	GCI	PCI	SCI
01							
02							

Notes:

CI: Conventional Implicature

CRI: Conversational Implicature

GCI: Generalized Conversational Implicature

PCI: Particularized Conversational Implicature

[101] Goerge, Yule. Pragmatic, Oxford Univercity Press. (1996)

SCI: Scalar Conversational Implicature

E. Data Analysis Technique

According to Miles and Huberman, the data analysis technique consists of three primary, concurrent activities: data reduction, data presentation, and conclusion/verification. Below is a description of every step.

1. Data Reduction

Data reduction is the process of selecting, simplifying, and transforming raw data into more focused and relevant information. At this stage, researchers carried out several activities such as:

a. Selecting Data, when document data from recorded conversations has been rewritten then determine which data will be included in the analysis.

b. Simplifying, after selecting the data to be analyzed then eliminating unnecessary information to focus on the core of the problem.

c. Abstracting, following the selection of material for analysis, the researcher goes on to thoroughly examine and comprehend the data, namely documents and interview transcripts. After determining the code, researchers highlight or code significant data points that are pertinent to the implicature type; in this case, the code takes the shape of words, phrases, and sentences. Additionally, after themes, words, phrases, and sentences have been found, they are categorized

into pre-existing implicature kinds. Then, in order to comprehend the data's underlying meaning, researchers interpret these themes.

2. Data Display

The second stage is data display, when the condensed data is displayed in a structured and comprehensible manner. Researchers employed a table analysis presentation in this investigation. Researchers can more methodically arrange data in qualitative research by using analysis tables, which are based on the idea of Miles and Huberman. It offers comprehensive insights into the implicature in the communication setting and aids in comprehending the themes and patterns that show up in the data.[102]

3. Conclusion and verification

Drawing and confirming conclusions is the last stage of data analysis in this study, following data reduction and display. Depending on the size of the corpus of field notes, the storage coding and search techniques employed, the complexity of the researcher's methodologies, and the deadlines that must be fulfilled, results might not be revealed until data collecting is finished.[103] In this step, the researcher concludes the outcomes of the research based on the phrasing of the problem and the implicature theory applied.

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[102] Miles & Huberman . *Qualitative Data Analysis: A Sourcebook for Qualitative Research.* (1992). p.26.

[103] Miles, M. B., Huberman, A. M., & Saldana, J. . *Qualitative Data Analysis a Methods Sourcebook.* (United State of America: SAGE Publication. 2014) P. 261

4. Triangulation

In this study, the term "data validity checking technique" is crucial. It is employed to ascertain the validity and bias of the collected data. Triangulation was employed in this investigation to confirm the collected data. Triangulation should support a discovery by demonstrating that at least three independent measures of the finding are either consistent with the finding or, at the very least, do not contradict it, according to Miles and Huberman.[104] In contrast, triangulation can be done using data sources (people, time, place, etc.), methods (observation, document interviews), researchers (Researcher A, B, etc.), and theory, according to Denzi in a book titled Qualitative Data Analysis a Methods Sourcebook. We supplement this with data kinds (such as quantitative statistics, audio/video recordings, and qualitative writing).[105] Miles outlined the following methods for identification triangulation of data sources, methodological triangulation, triangulation of researchers or investigators, and theory triangulation.

Several data sources with various circumstances and settings, such as data collected from various persons, times, or locations, can be used to triangulate data sources. The results of research that employ various methodologies can be used to perform methodological triangulation. In order to assess the data, multiple researchers can be involved in researcher

[104] "Ibid, p. 261"
[105] "Ibid, p. 262"

triangulation, also known as investigator triangulation. The next step is theoretical triangulation, which involves utilizing multiple research-related theories to analyze data. In light of these theories, the researcher decided that "theoretical triangulation" was the best approach to apply in this investigation. In this instance, the researcher interpreted the data using many theoretical frameworks. The researcher's theory is the one put forth by George Yule.

CHAPTER IV

FINDING AND DISCUSSION

The results of the research analysis presented in this chapter are the types of implicature and the meaning behind the utterances found in the conversations of fifth semester students of IAIN Curup's English Department during the English Zone activities that have been presented in the research findings. The overall result of the data that has been obtained is 92 data, which is then grouped into types of implicature according to George Yule's theory, namely Conventional Implicature 1 data, Conversational Implicature 1 data, Generalized Conversational Implicature 12 data, Scalar Conversational Implicature 6 data, and Particularized Conversational Implicature 72 data. Then it is followed up by analyzing the meaning behind the utterance to find out the meaning of student conversations.

A. Finding

1. Types of Implicature in Student Conversations During English Zone

To answer research question number one which asks about the types of implicature using George Yule's theory from the results of data analysis of conversations of fifth semester English Tadris Study Program students during English Zone activities for three weeks, this research was conducted six times, in one week there are two days of English zone activities, namely Monday and Wednesday.

Table.4.1. Finding the analysis of types implicature in the utterances of fifth semester students' conversations during English Zone

No	Types	Utterances
1	**Conventional Implicature**	Data 06 Student 2: Yeah, but **if I don't finish my work, I'll be stressed out.**
2	**Conversational Implicature**	Data 09 Student 3: **Did you finish** your paper for Mr. Paidi's class?
3	**Generalized Conversational Implicature**	**1.** Data 03 Student 1: Oh, I see. Well, **it starts at 10 AM.** **2.** Data 05 Student 1: You should definitely go! It's a **great opportunity to learn something new.** **3.** Data 21 Student 5: That sounds **great**! **When** do you want to meet. **4.** Data 29 Student 9: What time do you want to **meet**? **5.** Data 51 Student 17: **Sounds like a good plan! What time did you finish class?** **6.** Data 54 Student 20: Yes, I see it! They predict **heavy rain** on Saturday. **7.** Data 58 Student 21: that sounds perfect! **When are we leaving?** **8.** Data 66 Student 25: Hey everyone! **How was your weekend?**

		9. Data 72 Student 28: How was the weekend all? **Did you guys do anything interesting?** **10.** Data 73 Student 29: **I had a quiet weekend. Just watch the new series on Netflix.** **11.** Data 78 Student 31: So rajes! **What's your happen on this previous week?** **12.** Data 92 Student 34: **let's go.**
4	**Scalar Conversational Implicature**	**1.** Data 02 Student 2: I heard it's going to be really interesting, but I have **a lot of assignments to finish.** **2.** Data 04 Student 2: That's early! **I might just catch the second half if I can manage my time.** **3.** Data 19 Student 5: Same here! I'm **feeling a bit lost** about my topic. **4.** Data 81 Student 32: Well actually there somethings we call these **a little problem maybe**, so **we are just have mis understanding with him.** **5.** Data 88 Student 34: Anyway, we have free classes today, and we have done doing our midterm and btw **do you feel hot today in here, i feel so hot and i don't know why.** **6.** Data 20 Student 6: **Me too! Maybe**

		we could brainstorm ideas together?
5	**Particularized Conversational Implicature**	1. Data 10 Student 4: **Not yet!** I'm still trying to figure out my thesis statement. 2. Data 11 Student 3: **I struggled with that too. Maybe we could brainstorm together?** 3. Data 12 Student 4: That would be great! **I feel stuck on my own**. 4. Data 13 Student 3: How about we **meet at the library this afternoon**? 5. Data 14 Student 4: Sounds good! **What time do you want to meet?** 6. Data 15 Student 3: **Let's say 3 PM? That gives us some time to prepare.** 7. Data 16 Student 4: Perfect! I'll bring my notes and we can work through it **together**. 8. Data 17 Student 5: **Have you started working** on your final project for optional class? 9. Data 18 Student 6: **I've done some reading, but I haven't started writing yet.** 10. Data 22 Student 6: How about **tomorrow afternoon?** We can meet at **my place.**

		11. Data 23 Student 5: Perfect! I'll **bring my notes** and we can **figure it out together.** 12. Data 24 Student 7: Hi guys, are you all **ready** for **tomorrow's group presentation?** 13. Data 25 Student 8: it seems already! I **just finished my part.** 14. Data 26 Student 9: **that's great,** Michael! I'm **still doing my part.** 15. Data 27 Student 7: **No problem,** Jessica. We can **practice together later today.** 16. Data 28 Student 8: great idea! **That** will help us organize everything.

The results are five types of implicature found in student conversations there are, Particular Conversational Implicatures is the most data which is 72 data, then General Conversational Implicatures 12 data, Scalar Conversational Implicatures 6 data, Conversational Implicature 1 data, and Conventional Implicature 1 data, and the total of all implicatures in student conversations is 92 data and all data have been checked by two raters. Then between raters, the first supervisor as a witness and researchers conducted a focus group discussion (FGD) to discuss in more detail about the analysis of implicature types.

2. The meaning of implicature in the conversations of fifth semester students during English Zone.

To answer research question number two, we use document analysis instruments as well, because when researchers determine the type of implicature, researchers simultaneously analyze the meaning behind the utterance.

Table. 4.2. Findings of meaning analysis in the utterances of fifth semester students' conversations during English Zone

No	Context	Utterances	Meaning
1	Context 01-08 (Student 1: female, Student 2: female): Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	Data 06 Student 2: Yeah, but **if I don't finish my work, I'll be stressed out.**	The statement "if I don't finish my work, I'll be stressed out" conveys a conventional cause-and-effect relationship, implying the common understanding that incomplete tasks, especially for students, often lead to stress.
2	Context 09-16 (Student 3: female, Student 4: female): Two female students are sitting in class, discussing the	Data 9 Student 3: **Did you finish** your paper for Mr. Paidi's class?	The question "Have you finished?" implies more than a simple inquiry about task completion. It suggests Student 3's concern, expectation of

	assignment given by their lecturer the other day. It turns out that they are experiencing difficulties at a certain stage and decide to find a solution together.		completion, and a possible desire to share the burden, open a discussion, or offer/seek help with the assignment, triggered by the impending deadline implied by the word "finished".
3	Context 17-23 (Student 5: female, Student 6: female): Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.	Data 03 Student 1: Oh, I see. Well, **it starts at 10 AM.**	The phrase "it starts at 10 AM" provides clear, direct, and generally relevant information about the seminar's time, which Student 2 can use to decide whether or not to attend.
		Data 05 Student 1: You should definitely go! It's a **great opportunity to learn something new.**	The phrase "great opportunity to learn something new" implies that attending the seminar is highly recommended

			and beneficial for gaining knowledge, aligning with the general understanding that seminars offer learning opportunities.
	Context 17-23 (Student 5: female, Student 6: female): Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.	Data 21 Student 5: That sounds **great**! **When** do you want to meet?	The question "When do you want to meet?", coupled with the positive affirmation "great," functions as a Generalized Conversational Implicature, directly conveying enthusiasm and a commitment to the meeting without needing specific context beyond a general understanding of scheduling.
	Context 24-32 (Student 7: female, Student 8: male, Student 9: female): Three students from the same project group were discussing the progress of their	Data 29 Student 9: What time do you want to **meet**?	The word "meet" functions as a trigger for generalized conversational implicature by broadly implying coordination of meeting times within a group work context.

	assignments. Although some of them had not finished their work, they still planned to practice for the presentation after the lecture.		
	Context 47-52 (Student 16: female, Student 17: female, Student 18: female): Three female students were casually chatting about a newly opened food place near their campus. They appeared curious and eager to try the menu that day, but one of them had a class that would end late.	Data 51 Student 17: **Sounds like a good plan! What time did you finish class?**	While "Sounds like a good plan!" is a general response, the question "What time did you finish class?" implies that Student 17's interest and participation in the plan to visit the new eatery are contingent on their class schedule, characteristic of particularized conversational implicature depending on the specific context of their plans.
	Context 53-59 (Student 19: female, Student 20: female, Student 21:	Data 54 Student 20: Yes, I see it! They predict **heavy rain** on Saturday.	The information about "heavy rain" conveys a direct confirmation of the rain forecast and its

	female): Three female students were sitting in a room, discussing the predicted rain for the weekend. It seemed like the rainy season had arrived. They seemed disappointed, as one of them had planned fun activities for the weekend.		potential impact on weekend plans, implying that bad weather can disrupt their outdoor activities and creating additional meaning dependent on the context of the conversation regarding their weekend plans.
		Data 58 Student 21: that sounds perfect! **When are we leaving?**	While "that sounds perfect!" is a general expression of approval, the question "When are we leaving?" indicates a desire to obtain specific information about departure and implies a commitment to proceed with alternative plans despite the rain. Student 21 liked the idea and was ready to plan it immediately, which creates additional context-dependent

			meaning for conversations about their plans for the weekend.
	Context 66-71 (Student 25: female, Student 26: female, Student 27: 7.female): Some of female students were casually chatting and sitting in their classrooms while discussing their respective weekend activities, which seemed fun.	Data 66 Student 25: Hey everyone! **How was your weekend?**	While "How was your weekend?" is a general conversation starter without requiring additional context, it implies an expectation that friends will share their experiences, particularly positive ones, fostering social bonding by inviting others to share stories and engage in conversation.
	Context 72-77 (Student 28: female, Student 29: female, Student 30: female): A student asked two of her friends about their weekend activities. Initially, the friends did not seem to have	Data 72 Student 28: How was the weekend all? **Did you guys do anything interesting?**	The question "Did you guys do anything interesting?" implies an expectation that friends might have interesting experiences to share, creating an invitation for engaging social interaction and serving as more than just a neutral inquiry. It is general,

	particularly exciting experiences to share. One friend mentioned relaxing and watching a new series, which eventually piqued the other friend's interest, leading them to watch the same series after finishing their own.		direct, and doesn't require additional context to understand.
		Data 73 Student 29: **I had a quiet weekend. Just watch the new series on Netflix.**	The phrases "I had a quiet weekend" and "Just watched the new series on Netflix" implies Student 29 had a relaxing weekend with simple but entertaining activities, requiring no additional context to understand.
	Context 78-87 (Student 31: male, Student 32: male, Student 33: female): Some students were casually chatting on the class terrace.	Data 78 Student 31: So rajes! **What's your happen on this previous week?**	"What's your take on this past week?" is a general opening question to ask how someone is doing, showing a desire to know more about their experience and connect the topic that will be

	They seemed to have a minor issue with one of their lecturers. Since the discussion involved the name of a particular lecturer, the researcher chose not to include the lecturer's name in this analysis.		discussed further, without requiring additional context to understand the problem faced by Student 32.
	Context 88-92 (Student 34: female, Student 35: male): Two students were sitting in the garden in front of the class, having a casual conversation. They complained about the heat, and one of them suggested buying a drink from a nearby cafeteria.	Data 92 Student 34: **let's go.**	The phrase "Let's go" is a common and understood response implying an invitation to take joint action without further explanation. It serves as the key indicator of intent to do something, such as going to a more pleasant place or getting a drink.
4	**Context 01-08 (Student 1: female, Student 2: female):** Two students sitting	Data 02 Student 2: I heard it's going to be really interesting, but I have **a lot of**	The phrase "a lot of assignments to finish" implies a higher priority than attending the

	in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	**assignments to finish.**	seminar, making it unlikely Student 2 will attend due to pressing academic responsibilities.
		Data 04 Student 2: That's early! **I might just catch the second half if I can manage my time.**	The phrases "I might just catch the second half" and "if I can manage my time" emphasize the uncertainty and context-dependent nature of Student 2's tentative attendance, indicating it's not a definite plan.
	Context 17-23 (Student 5: female, Student 6: female): Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it	Data 19 Student 5: Same here! I'm **feeling a bit lost** about my topic.	The phrase "feeling a little lost" uses the low-intensity scale of "a bit" to imply mild confusion, suggesting a desire for solidarity, collaboration, and potential clarification, aligning with Scalar Conversational Implicatures.

	the following afternoon at home.		
	Context 78-87 (Student 31: male, Student 32: male, Student 33: female): Some students were casually chatting on the class terrace. They seemed to have a minor issue with one of their lecturers. Since the discussion involved the name of a particular lecturer, the researcher chose not to include the lecturer's name in this analysis.	Data 81 Student 32: Well actually there somethings we call these **a little problem maybe**, so **we are just have mis understanding with him.**	Student 32 downplayed the seriousness of the issue by using terms like "a little" and "maybe," as in "a little problem maybe" and "we are just having misunderstanding with him." This suggests the problem might be minor and communication-related. However, this approach could also indicate a reluctance to fully disclose information, possibly to avoid conflict or maintain confidentiality, implying the problem might be more significant than presented.
	Two students were sitting in the garden in front of the class, having a casual conversation. They complained about	Data 88 Student 34: Anyway, we have free classes today, and we have done doing our midterm and btw **do you feel hot today in here, i**	The intensifier "so hot" suggests an extreme level of heat beyond normal weather, indicating discomfort. The phrases "do you feel hot today in

	the heat, and one of them suggested buying a drink from a nearby cafeteria.	**feel so hot and i don't know why.**	here" and "I feel so hot and I don't know why" express a desire to share this uncomfortable feeling. Student 34 expects a response or solution from his friends, such as getting a cold drink.
		Data 20 Student 6: **Me too! Maybe we could brainstorm ideas together?**	The phrases "Me too!" and "Maybe we could brainstorm ideas together?" convey agreement, a desire for collaboration, and a specific action plan, while the use of "maybe" adds politeness and reduces pressure, reinforcing the intention to work together on the task.
5	**Context 09-16 (Student 3: female, Student 4: female):** Two female students are sitting in class, discussing the assignment given by	Data 10 Student 4: **Not yet!** I'm still trying to figure out my thesis statement.	The response "Not yet!" implies more than just an incomplete assignment. It conveys Student 4's struggle with drafting a thesis statement, a difficulty understood

	their lecturer the other day. It turns out that they are experiencing difficulties at a certain stage and decide to find a solution together.		within the specific context of academic writing, and potentially signals a desire for support or collaboration to overcome the obstacle.
		Data 11 Student 3: **I struggled with that too. Maybe we could brainstorm together?**	The phrases "I'm having a hard time with it too" and "Maybe we can brainstorm together?" imply a shared struggle with the task and a suggestion for collaboration as a solution, reliant on the specific context of their discussion and the understanding that brainstorming is an effective problem-solving method.
		Data 12 Student 4: That would be great! **I feel stuck on my own**.	The phrases "I feel stuck on my own" and "That would be great!" rely on the previous conversation to imply that Student 4 welcomes collaboration

			and expresses her need for help in completing the task, signaling both a difficulty in working independently and an openness to teamwork.
		Data 13 Student 3: How about we **meet at the library this afternoon**?	The sentence "meet at the library this afternoon" implies more than a simple meeting. In the context of their previous discussions about assignment difficulties, it signals an intention to collaborate and work together, requiring shared knowledge to understand it as an academic collaboration rather than just a social invitation.
		Data 14 Student 4: Sounds good! **What time do you want to meet?**	The question "What time do you want to meet?" signifies active engagement and seriousness in participating in the collaboration process, moving beyond simple agreement to concrete

			planning, and thus falls under Particularized Conversational Implicatures due to its context-dependent meaning.
		Data 15 Student 3: **Let's say 3 PM? That gives us some time to prepare.**	The phrases "Let's say 3 PM" and "that gives us some time to prepare" imply that the chosen meeting time is strategic, emphasizing the importance of preparation for the collaborative effort, thus fitting within Particularized Conversational Implicatures.
		Data 16 Student 4: Perfect! I'll bring my notes and we can work through it **together**.	Within the context of shared assignment difficulties, the word "together" acts as the key trigger, reflecting a desire for mutual support and collaborative problem-solving, adding a social dimension to the conversation beyond simple information

			exchange.
	Context 17-23 (Student 5: female, Student 6: female): Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.	Data 17 Student 5: **Have you started working** on your final project for optional class?	The phrase "Have you started working?" implies an understanding of the shared task, urging the other student to begin the final project and conveying a sense of urgency, moving beyond a simple status inquiry due to the contextual awareness of both participants.
		Data 18 Student 6: **I've done some reading, but I haven't started writing yet.**	The phrases "I've done some reading" and "but I haven't started writing yet" imply incomplete progress on the assignment and underlying concern, reinforcing the need for collaborative support within their discussion. Student 6 indirectly conveys that his assignment is not complete.

		Data 22 Student 6: How about **tomorrow afternoon?** We can meet at **my place.**	The phrases "tomorrow afternoon" and "We can meet at my place" are context-dependent, implying a specific, agreed-upon time and location for the meeting based on their prior discussion about the assignment. Student 6 offers her home to facilitate a productive, collaborative environment, strengthening their mutual support.
		Data 23 Student 5: Perfect! I'll **bring my notes** and we can **figure it out together.**	The phrases "bring my notes" and "Figure it out together," along with the enthusiastic "perfect," indicate Student 5's understanding of cooperation, readiness to contribute resources, and commitment to collaborative problem-solving.
	Context 24-32 (Student 7: female,	Data 24 Student 7: Hi guys, are you all **ready**	The question, inquiring about readiness for

	Student 8: male, Student 9: female): Three students from the same project group were discussing the progress of their assignments. Although some of them had not finished their work, they still planned to practice for the presentation after the lecture.	for **tomorrow's group presentation?**	"group presentation tomorrow," is a Particularized Conversational Implicature. The term conveys an expectation of joint preparation despite the possibility of unpreparedness within the group, highlighting shared understanding and urgency.
		Data 25 Student 8: it seems already! I **just finished my part.**	The phrase "just finished my part" confirms the completion of Student 8's individual task, demonstrating responsibility and preparedness within the specific context of their group assignment, likely encouraging further discussion on overall progress.
		Data 26 Student 9: **that's great,** Michael! I'm **still**	The phrases "That's great" and "Still doing

		doing my part.	my part" are particularized due to their reliance on the context of divided group tasks. They convey support for completed work while indicating ongoing effort to fulfill individual responsibilities within the group.
		Data 27 Student 7: **No problem,** Jessica. We can **practice together later today.**	The phrases "No problem" and "Practice together later today" are particularized to the context of group tasks. They express a positive, helpful attitude and signify a concrete plan for collaborative practice, ensuring group readiness for the presentation.
		Data 28 Student 8: great idea! **That** will help us organize everything.	The word "That" directly links the statement to the previous context of the group project discussion, indicating shared knowledge, while "will help us organize" suggests a specific

			benefit related to structuring the project, making it a particularized implicature.

From the table above, we can explain the reasons for using implicatures.

a. Particularized Conversational Implicature

Retrieved based on the analysis of the types of implicature in student conversations, it is found that the Particularized Conversational Implicature type is more dominant, because in the form of speech, students are still in the category of learning the language, therefore everything must be conveyed specifically by using more general terms to be easily understood. Then student conversations are strongly related to specific contexts, collaborative goals, and shared knowledge. Students often discuss coursework, weekend plans, and personal hobbies that require a deep understanding of each other's situations and backgrounds,

b. Generalized Conversational Implicature

Generalized Conversational Implicature, which is the second most data, namely 12 data, these implicatures is commonly used in student conversations to convey concise and relevant information. The use of this type of implicature allows students to communicate effectively and efficiently without the need for a clear context. The reason why this type of

implicature is so rare is that almost all student conversations can be understood in a specific context.

c. Scalar Conversational Implicature

Furthermore, Scalar Conversational Implicature is the number three order of the amount of data, namely 6 data. Scalar implicature is used by students in conversation for a number of reasons, such as expressing the strength of emotions or opinions, downplaying or exaggerating something, expressing possibility or uncertainty, expressing expectations or desires, and expressing agreement and willingness to work together. Students can convey more precise meaning subtleties, uphold civility, and create positive relationships in everyday situations by employing intensity scales and subtle emotions. Students' ability to use language effectively and comprehend the implicature of their word choices is demonstrated by the use of scalar implicature.

d. Conversational Implicature

Conversational Implicature is synonymous with the implied meaning behind the speech or that is said not in accordance with what is meant, which means that the listener is required to be able to understand the intent of the speaker without being said clearly. In this case, students rarely use this implicature, because the speaker avoids misunderstandings when communicating because the speaker is worried that the listener does not understand the speaker's intentions

e. Conventional Implicature

Conventional type of implicature, this type of implicature is also the least found type in this study. This can happen because the implicature is also not dependent on a particular context, so a lack of understanding can cause misunderstanding of the listener. Then even though almost all student conversations in this study have a specific context.

B. Discussion

The results of the examination of implicatures in the talks of fifth-semester English Tadris Study Program students at IAIN Curup during the English Zone activities are covered in this chapter. George Yule's theory on implicature, which divides implicature into conventional and conversational types and other subtypes like generalized, scalar, and particularized implicature, served as the basis for the analysis. The results show how students apply various implicature types in their interactions, demonstrating their comprehension of social dynamics, context, and communication techniques.

1. Analysis of Implicature Types in English Zone Student Conversations.

This study aims to identify the types of implicature that appear in the conversations of fifth semester students of English Tadris Study Program at English Zone activities at IAIN Curup. Based on the data that has been collected through document analysis, it is found that students use various types of implicature in their conversations. These

implicatures are used to convey meanings that are not expressed directly, so that communication becomes more effective and in accordance with the context, namely in the context of the campus environment. This analysis refers to the theory of implicature proposed by George Yule, who divides implicature into five types namely Conventional Implicature, Conversational Implicature, Generalized Conversational Implicature, Scalar Conversational Implicature, and Particularized Conversational Implicature.[106] All of these types of implicatures have been found in the conversations of fifth semester students during English Zone activities at IAIN Curup.

a) Conventional implicature

Conventional implicature is a type of implicature that relies on the meaning of certain words or phrases that naturally convey additional meanings rather than the context of the conversation. Certain words, such as “but”, “even”, and “therefore”, have meanings that remain constant in various communication contexts.[107] In the case of this study, although the students did not use these words, the reason why this sentence belongs to the Conventional Implicature type is because the sentence in the conversation can be understood without the need for specific understanding and context, which means that the sentence

[107] Yule, G. (1996). *Pragmatics*. Oxford University Press.

conveyed is the same as what the speaker intended. This implicature is very rarely used because there are some shortcomings of students that make students tend to use sentences that fit the context only, which is evidenced by the results of conversation analysis which shows there is only 1 data, but it still must be discussed in this chapter.

b) Conversational Implicature

The context and the interaction between the speaker and the listener determine the type of implicature known as conversational implicature. Conversational implicature occurs when the speaker violates or obeys the maxims of the Cooperative Principle, that is, when the speaker conveys the sentence but different from the meaning he/she really wants to convey, where the cooperative principle consists of quantity, quality, relevance, and manner, this is the view of Grice.[108] Although this research only focuses on George Yule's form of implicature, it is also important to know Grice's Principles of Cooperation. Yule states that this implicature is connected to other meanings conveyed in the conversation and that in order to understand the speaker's purpose, the listener must make inferences.[109] Conversational implicature is a term used to describe the meaning inferred from the context and mutual

[108] Grice, H. P. (1975). *Logic and Conversation*. Harvard University Press. p. 54.
[109] Yule, G. (1996). *Pragmatics.* Oxford University Press. p. 40

understanding between the speaker and the listener but not explicitly expressed in the conversation. Students rarely use this implicature, due to limited expression, language knowledge, and understanding which causes the use of this implicature there is only 1 data. Namely, it is used when students say to go to seminars as additional knowledge, in this sentence if the listener does not understand the context and is able to draw conclusions the listener will not understand that this student suggests to go so as not to lose knowledge, but if the listener does not understand then this sentence will only be a scolding for the listener. This tactic is often used by speakers to avoid direct conflict and maintain friendly interpersonal relationships. Thus, knowledge of conversational implicature becomes very important for social and academic communication.

c) Scalar Conversational Implicature

George Yule argues that when speakers use words or phrases that indicate scale values, such as “all”, “most”, “some”, “a few”, “always”, “often”, and “sometimes”, they show scalar conversational implicature.[110] This means that the use of such words implies additional information depending on the position of the word in the scale besides providing information about number or frequency. In an academic environment like English Zone,

[110] Ibid,. p. 42.

where students have to express their ideas concisely and clearly, this allows for more effective and efficient communication. In this case, students use this implicature quite rarely for several reasons, but the few students who use it are considered to understand the use of scale in communication. the use of this implicature is in the form of indicating the number of tasks that students will complete in a certain period of time so that it allows students to do no other activities besides working on the task.

d) Generalized Conversational Implicature

General conversational implicatures are those that can be understood without the need for further specialized context, according to Yule.[111] That is, the listener from the sentence structure and word choice can directly infer additional meaning from the speaker. If the speaker does not use more emphatic expressions, the listener assumes that the information is not generally applicable. As a result, word choice inherently conveys implicit meanings that are universal and relevant to various communication situations. In this study, it has been found in some conversations that students use this type of implicature, where they convey messages in sentences in the form of easy-to-understand utterances even though context understanding is needed, such as conveying a specific time to come to an event. This sentence can

[111] George Yule. (1996). *Pragmatics*. Oxford University Press. 46.

certainly be easily understood but to better understand its meaning, it is necessary to understand the context of the conversation. Communication between students runs smoothly because the listening students understand the meaning conveyed by the speaker. Students in this study use this kind of implicature a lot because it can be seen as something very close to their daily lives, where to understand other people's words without a certain level of expertise.

e) Particularized Conversational Implicature

Particularized Conversational Implicature requires the listener to know the particular context of the discourse in order to be understood. Yule asserts that the additional meaning that the speaker wants to convey in this kind of implicature is strongly influenced by the context or background of the discourse.[112] In the student conversations that have been analyzed, it turns out that this type of implicature is most widely used, with the reasons and others already mentioned, in student conversations tend to use a lot of context where the conversation is very attached to the context of their discussion. In this case, students advised other students to ask their lecturers again about the deadline for submitting assignments. If heard at a glance, the sentences that have been conveyed by students seem confusing, therefore listeners are

[112] Ibid,. 46

required to understand the context of their conversation to understand the meaning of the sentences conveyed. To understand the implicit meaning contained in the statement, the listener must relate it to contextual information, such as past experiences or the history of a situation. Therefore, students in this study mostly use this type of implicature because they understand the context and have a background that makes the purpose of communication conveyed.

2. Meaning of Implicature in Student Conversations

Students use implicature in the English Zone environment to modify their communication style to fit the dominant social norms. This is in the form of invitations, suggestions, and questions that are delivered politely without offending the interlocutor and do not seem pushy. Levinson says that implicature allows us to understand the meaning of more than just what is said literally.[113] This means that with implicature, communication can be done with various variations but the purpose of communication is still conveyed to the listener.

3. The Role of Context in Implicature Understanding

Context is an important element in the interpretation of implicature, both conventional and conversational. In this study, context uses George Yule's theory, he states that the context of a

[113] Levinson,. *Pragmatics*. Cambridge (Cambridge University Press. 1995). p. 53.

conversation includes, who is speaking, to whom the message is addressed, where the communication takes place, the location of the interaction affects the style and tone of speech, the time when the communication takes place, and the social situation.[114] These aspects affect the listener's interpretation of what the speaker is saying. When fifth semester students during English Zone activities communicate, they fulfill all of the above aspects, in the form of conversations between students conducted within the campus environment, they tend to use informal language in communicating and there is no difference in social status between them. This causes them to speak comfortably in various conversational contexts so that even though they tend to use common language, context also plays an important role in this communication and the most important thing is that the communication objectives are delivered on target. The purpose of communication can be clearly understood and communicated by the speaker and listener in a particular environment. As the results have been analyzed, students' conversations during English Zone activities mostly rely on context to understand the purpose of others.

[114] George, Yule. (1996). *Pragmatics*. Oxford University Press. p. 44.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to determine the types of implicature used and the implied meaning in the conversation of fifth semester students during English Zone. The results found five types of implicature contained in the conversations of fifth semester students during the English Zone, namely 92 conversation data, the types of implicature are Particularized Conversational Implicature 72 data, Generalized Conversational Implicature 12 data, Scalar Conversational Implicature 6 data, Conversational Implicature 1 data, and Conventional Implicature 1 data. Students often talk about coursework, weekend plans, and personal hobbies that involve a deep understanding of each other's situation and development. And the meanings conveyed by students also vary, such as invitations, prohibitions, advice and motivation to friends. Overall, the use of implicatures reflects students' language skills, awareness of social context, and efforts to achieve the goals of effective communication and maintaining good social relationships.

B. Suggestion

Based on the conclusions presented above, several suggestions are addressed to future researchers, namely that the results of this research are expected to enrich references for other researchers who are interested in this research, especially regarding conversations in learning to speak English. The researcher hopes that future researchers can carry out further research on this

topic, namely discussing the types of implicatures but including the principle of cooperation using George Yule's theory.

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RATER LETTER

After verifying the documents' analysis that will be used in the research entitled **"The Analysis Of Implicature In English Zone At IAIN CURUP "** arranged by :

Name : Maya Hernita

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Faculty : Tarbiyah

With my undersigned :

Name : Abd. Rahman Zain, M. Li.

Position : Researcher in Linguistics and Translation

Confirmed that the Rubric is correctly used to check the types implicatures in student conversations during the English Zone and the assessment result can be reliably accounted for**.**

Curup, Februari 2025

Rater

Abd. Rahman Zain, M. Li.

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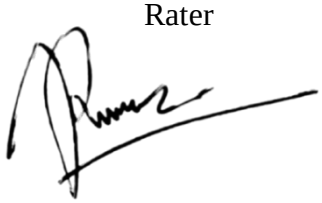

Abd. Rahman Zain, M. Li.

RATER LETTER

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Name : Maya Hernita

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With my undersigned :

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Institution : PT Bimacita

Global Position : Translator &

Proofreader

Confirmed that the Rubric is correctly used to check the types of implicatures in student conversations during the English Zone and the assessment results can be reliably accounted for**.**

Curup, February 6,

2025 Rater

Rizki Indra Guci, M.Pd.

A. Types of Implicature in Student Conversations During English Zone

Implicature type analysis

Table.4.1. Finding the analysis of types implicature in the utterances of fifth semester students' conversations during English Zone

No	Context	Utterances	Types				
			CI	CRI	GCI	PCI	SCI
01	Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	Student 1: Hey, dude, **are you going** to the seminar on climate change tomorrow?				✔	
02		Student 2: I heard it's going to be really interesting, **but I have a lot of assignments to finish.**					✔
03		Student 1: Oh, I see. Well, **it starts at 10 AM.**			✔		
04		Student 2: That's					✔

		early! **I might just catch the second half if I can manage my time.**					
05		Student 1: You should definitely go! It's a **great opportunity to learn something new.**		✔			
06		Student 2: Yeah, but **if I don't finish my work, I'll be stressed out.**	✔				
07		Student 1: True, but you can always **ask for extensions.**				✔	
08		Student 2: Maybe. But you know **how professors are about deadlines.**				✔	
09	Context: Two students sitting in class discussing the	Student 3: **Did you finish** your paper for Mr. Paidi's class?		✔			

	assignment given by their lecturer the other day, it turns out that they are experiencing difficulties at a certain stage and then decide to find a way out together.						
10		Student 4: **Not yet!** I'm still trying to figure out my thesis statement.				✔	
11		Student 3: **I struggled with that too. Maybe we could brainstorm together?**				✔	
12		Student 4: That would be great! **I feel stuck on my own**.				✔	
13		Student 3: How about we **meet**				✔	

		1at the library this afternoon?					
14		Student 4: Sounds good! **What time do you want to meet?**				✔	
15		Student 3: **Let's say 3 PM? That gives us some time to prepare.**				✔	
16		Student 4: Perfect! I'll bring my notes and we can work through it **together**.				✔	
17	Two students from the same class who were sitting around during break time were discussing an elective assignment that they had not done and they decided to do it tomorrow	Student 5: **Have you started working** on your final project for optional class?				✔	

	afternoon at home.						
18		Student 6: **I've done some reading, but I haven't started writing yet.**				✔	
19		Student 5: Same here! I'm **feeling a bit lost** about my topic.					✔
20		Student 6: **Me too! Maybe we could brainstorm ideas together?**					✔
21		Student 5: That sounds **great**! **When** do you want to meet?			✔		
22		Student 6: How about **tomorrow afternoon**? We can meet at **my place.**				✔	
23		Student 5: Perfect! I'll **bring my notes** and we can **figure it out**				✔	

		together.					
24	Three students from the same project group were discussing the progress of their assignments, although it seemed that some of them had not finished their work, they would still practice for the presentation after the lecture.	Student 7: Hi guys, are you all **ready** for **tomorrow's group presentation?**				✔	
25		Student 8: it seems already! I **just finished my part.**				✔	
26		Student 9: **that's great,** Michael! I'm **still doing my part.**				✔	
27		Student 7: **No problem,** Jessica. We can **practice together later**				✔	

		today.					
28		Student 8: great idea! **That** will help us organize everything.				✔	
29		Student 9: What time do you want to **meet**?			✔		
30		Student 7: How do you **feel** about going back to school?				✔	
31		Student 8: sounds perfect! I'm going to get my laptop ready to **share** my slides.				✔	
32		Student 9: **Cool!** I'll bring my notes and **we can discuss everything together.**				✔	
33	Three students were sitting around in their free time, discussing the soccer match	Student 10: Hey guys, did you **catch the game** last night?				✔	

	they watched last night, it seemed like they were enthusiastic about the match.						
34		Student 11: Yes! It was **intense!** I can't believe we **won in the last minute.**				✔	
35		Student 12: **I know, right?** That last goal was **amazing!**				✔	
36		Student 10: I was **on the edge of my seat. Did you see how the crowd reacted?**				✔	
37		Student 11: Absolutely! **Everyone went wild**. **It felt like we were all part of it.**				✔	
38		Student 12: We should **definitely go to the next**				✔	

		game together!					
39		Student 10: Great idea! **Let's make a plan.**				✔	
40	Three college students chatting casually who will plan this weekend's vacation by going on a hike together, judging from their enthusiasm, it looks like they are close friends and have the same hobby.	Student 13: Hey girl, **what are your plans for the weekend?**				✔	
41		Student 14: I'm thinking about going hiking **if the weather is nice.**				✔	
42		Student 15: That sounds fun! **I'd love to join you.**				✔	
43		Student 13: Count me in too!				✔	

		I need some fresh air after this week**.**					
44		Student 14: Awesome! We can **drive to the trailhead early Saturday morning.**				✔	
45		Student 15: Perfect! **What should we bring?**				✔	
46		Student 13: **Snacks, water, and maybe a camera** for pictures!				✔	
47	Three students were chatting casually together discussing a newly opened food place around their campus neighborhood, they looked	Student 16: Hey guys, **have you guys heard** about **the new dining place** opening in front of the campus?				✔	

	curious as they wanted to immediately try the menu at the food place today, but it seemed that one of them would finish class late.						
48		Student 17: Yeah! **I saw it on social media.** It looks very nice!				✔	
49		Student 18: I heard they have **a lot of good noodles and jumbo meatballs.** We **have to try it!**				✔	
50		Student 16: Definitely! **How about we go there after class today?**				✔	
51		Student 17: **sounds like a good plan! What time did you**			✔		

		finish class?					
52		Student 18: **I finished at 3 pm.** Can we meet then?				✔	
53	Three students were sitting in a room talking about the predicted rain that would happen over the weekend, it seemed like it was the rainy season. But even so they seemed to feel disappointed because among them seemed to have planned fun activities this weekend.	Student 19: Hey everyone, have you guys heard about **the rain predictions for this weekend?**				✔	
54		Student 20: Yes, I see it! They predict **heavy rain** on Saturday.			✔		
55		Student 21: **that's**				✔	

		disappointing! I plan to go on a picnic.					
56		Student 19: Me Too! Looks like **we'll have to find something to do indoors instead.**				✔	
57		Student 20: How about we just **play PlayStation at my house?** There are some exciting games that have not been tried.				✔	
58		Student 21: that sounds perfect! **When are we leaving?**			✔		
59		Student 19: **What about during the day? We can have lunch first.**				✔	
60	Some students were sitting outside the classroom in the afternoon, one	Student 22: Hey guys, **it looks like it's going to rain** in the near future!				✔	

	of them said that it looked like it was going to rain soon, and his friend agreed after he checked the weather forecast app, but unfortunately one of them didn't bring an umbrella to prepare for when he came back later.						
61		Student 23: I know, I just checked the weather app, and they said **it would start in a minute.**				✔	
62		Student 24: great time! **I left the umbrella at home.**				✔	
63		Student 22: **you should have one in your bag**. It always rains at				✔	

		this time of year!					
64		Student 23: exactly! **We better get back to class before it rains.**				✔	
65		Student 24: **great idea. Come on, let's go!**				✔	
66	Some of the students were chatting and sitting casually in their classrooms while discussing their respective activities over the weekend which seemed fun.	Student 25: Hey everyone! **How was your weekend?**			✔		
67		Student 26: that's great! I went to the beach with some friends. **The weather is perfect!**				✔	
68		Student 27: that sounds fun! I				✔	

		stayed home and finished some reading. **What are you doing on the beach?**					
69		Student 25: we **take pictures and swim in the sea.** I even got a little sunburn!				✔	
70		Student 26: Ouch! **I hope you use sunscreen. I spend my weekends working on projects.**				✔	
71		Student 27: **t hat's very responsible. What's your project about?**				✔	
72	A student asked two of his friends what they were doing during the weekend break, but nothing	Student 28: How was the weekend all? **Did you guys do anything interesting?**			✔		

	caught their attention, the friend just relaxed watching a new series and then got the other friend interested in watching too after he finished the series he was watching too.						
73		Student 29: **I had a quiet weekend. Just watch the new series on Netflix.**			✔		
74		Student 30: What series? **I was looking for something new to watch.**				✔	
75		Student 29: The Title Is "The Last Kingdom."**That's very good if you like historical dramas.**				✔	
76		Student 28: **I've**				✔	

		heard about it! I'll probably start watching it too.					
77		Student 30: **sounds like a plan! I'll check it out after finishing my current series.**				✔	
78	Some students were chatting casually on the class terrace. They seemed to have a little problem with one of their lecturers. This discussion seems a little sensitive because it involves the name of a particular lecturer, so the researcher did not include the	Student 31: So rajes! **What's your happen on this previous week?**			✔		

	name of the lecturer discussed.						
79		Student 32: Well, **i been i really bussy** actually **i have lot things to do** basically i mind my really good condition, a day this which is i got DVD.				✔	
80		Student 31: Okay, you get DVD which make sure you really tired, i think it was because you that your best at literatur and than you did your best with someone, but wait i don't think so with someone, we have some, **we call the problem, not just you but all of you class**, **so what really**				✔	

		happened?					
81		Student 32: Well actually there somethings we call these **a little problem maybe**, so **we are just have mis understanding with him.**					✔
82		Student 31: really, **i don't think so.**				✔	
83		Student 32: yeah,i think it **is my pov**, right, just my opinion right. It is **some kind of little problem**, **somethings that i could no i tell you about**, yeah basically **we are have a trouble with him, so actually what gonna think did you do on this previous week? i'm not seen you**				✔	

		optimally.					
84		Student 31: holdon, i don't think we are ready finish our job, **i need to ask your friends**, so **what do you think about someone's problem?**				✔	
85		Student 33: i just **make foult with him.**				✔	
86		Student 31: it is **just a we could problem not a big deal or big problem,** what really happened?				✔	
87		Student 33: **The room assadment.**				✔	
88	Two students sitting in the garden in front of the class had a light conversation complaining	Student 34: Anyway, we have free classes today, and we have done doing our midterm and btw **do you feel hot**					✔

	about the heat of the day and one of them asked to buy a drink from the nearby cafeteria.	**today in here, i feel so hot and i don't know why.**					
89		Student 35: **So hot today, do you wanna go buy a drink with me?**				✔	
90		Student 34: **of course i want, where?**				✔	
91		Student 35: **let's go to the kantin!**				✔	
92		Student 34: **let's go.**			✔		

B. The meaning of implicature in the conversations of fifth semester students during English Zone.

1. Conventional Implicatures

Table.4.2. Findings of the meaning Conventional Implicatures

No	Context	Utterances	Meaning
1.	**Context 01-08 (Student 1: female, Student 2: female):**	Data 06 Student 2: Yeah, but **if I**	The statement "if I don't finish my work, I'll be stressed out" conveys a

	Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	**don't finish my work, I'll be stressed out.**	conventional cause-and-effect relationship, implying the common understanding that incomplete tasks, especially for students, often lead to stress.

2. Conversational Implicatures

Table.4.3. Findings of the analysis of type Conversational Implicatures

No	Context	Utterances	Meaning
1.	**Context 09-16 (Student 3: female, Student 4: female):** Two female students are sitting in class, discussing the assignment given by their lecturer the other day. It turns out that they are experiencing difficulties at a certain stage and	Data 09 Student 3: **Did you finish** your paper for Mr. Paidi's class?	The question "Have you finished?" implies more than a simple inquiry about task completion. It suggests Student 3's concern, expectation of completion, and a possible desire to share the burden, open a discussion, or offer/seek help with the assignment, triggered by the impending deadline implied by the word "finished".

	decide to find a solution together.		

3. Generalized Conversational Implicatures

Table.4.4. Findings of the meaning Generalized Conversational Implicatures

No	Context	Utterances	Meaning
1.	**Context 01-08 (Student 1: female, Student 2: female):** Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	Data 03 Student 1: Oh, I see. Well, **it starts at 10 AM.**	The phrase "it starts at 10 AM" provides clear, direct, and generally relevant information about the seminar's time, which Student 2 can use to decide whether or not to attend.
2.		Data 05 Student 1: You should definitely go! It's a **great opportunity to learn something new.**	The phrase "great opportunity to learn something new" implies that attending the seminar is highly recommended and beneficial for gaining knowledge, aligning with

			the general understanding that seminars offer learning opportunities.
3.	**Context 17-23 (Student 5: female, Student 6: female):** Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.	Data 21 Student 5: That sounds **great**! **When** do you want to meet?	The question "When do you want to meet?", coupled with the positive affirmation "great," functions as a Generalized Conversational Implicature, directly conveying enthusiasm and a commitment to the meeting without needing specific context beyond a general understanding of scheduling.
4.	**Context 24-32 (Student 7: female, Student 8: male, Student 9: female):** Three students from the same project group were discussing the progress of their assignments. Although some of	Data 29 Student 9: What time do you want to **meet**?	The word "meet" functions as a trigger for generalized conversational implicature by broadly implying coordination of meeting times within a group work context.

	them had not finished their work, they still planned to practice for the presentation after the lecture.		
5.	**Context 47-52 (Student 16: female, Student 17: female, Student 18: female):** Three female students were casually chatting about a newly opened food place near their campus. They appeared curious and eager to try the menu that day, but one of them had a class that would end late.	Data 51 Student 17: **Sounds like a good plan! What time did you finish class?**	While "Sounds like a good plan!" is a general response, the question "What time did you finish class?" implies that Student 17's interest and participation in the plan to visit the new eatery are contingent on their class schedule, characteristic of particularized conversational implicature depending on the specific context of their plans.
6.	**Context 53-59 (Student 19: female, Student 20: female, Student 21:**	Data 54 Student 20: Yes, I see it! They predict **heavy rain** on Saturday.	The information about "heavy rain" conveys a direct confirmation of the rain forecast and its potential impact on

	female): Three female students were sitting in a room, discussing the predicted rain for the weekend. It seemed like the rainy season had arrived. They seemed disappointed, as one of them had planned fun activities for the weekend.		weekend plans, implying that bad weather can disrupt their outdoor activities and creating additional meaning dependent on the context of the conversation regarding their weekend plans.
7.		Data 58 Student 21: that sounds perfect! **When are we leaving?**	While "that sounds perfect!" is a general expression of approval, the question "When are we leaving?" indicates a desire to obtain specific information about departure and implies a commitment to proceed with alternative plans despite the rain. Student 21 liked the idea and was ready to plan it immediately, which creates additional context-dependent meaning

			for conversations about their plans for the weekend.
8.	**Context 66-71 (Student 25: female, Student 26: female, Student 27: 7.female):** Some of female students were casually chatting and sitting in their classrooms while discussing their respective weekend activities, which seemed fun.	Data 66 Student 25: Hey everyone! **How was your weekend?**	While "How was your weekend?" is a general conversation starter without requiring additional context, it implies an expectation that friends will share their experiences, particularly positive ones, fostering social bonding by inviting others to share stories and engage in conversation.
9.	**Context 72-77 (Student 28: female, Student 29: female, Student 30: female):** A student asked two of her friends about their weekend activities. Initially, the friends did not seem to	Data 72 Student 28: How was the weekend all? **Did you guys do anything interesting?**	The question "Did you guys do anything interesting?" implies an expectation that friends might have interesting experiences to share, creating an invitation for engaging social interaction and serving as more than just a neutral inquiry. It is general, direct, and doesn't require additional context to

	have particularly exciting experiences to share. One friend mentioned relaxing and watching a new series, which eventually piqued the other friend's interest, leading them to watch the same series after finishing their own.		understand.
10.		Data 73 Student 29: **I had a quiet weekend. Just watch the new series on Netflix.**	The phrases "I had a quiet weekend" and "Just watched the new series on Netflix" implies Student 29 had a relaxing weekend with simple but entertaining activities, requiring no additional context to understand.
11.	**Context 78-87 (Student 31: male, Student 32: male, Student 33: female):** Some students were casually	Data 78 Student 31: So rajes! **What's your happen on this previous week?**	"What's your take on this past week?" is a general opening question to ask how someone is doing, showing a desire to know more about their experience and connect the topic that will be

	chatting on the class terrace. They seemed to have a minor issue with one of their lecturers. Since the discussion involved the name of a particular lecturer, the researcher chose not to include the lecturer's name in this analysis.		discussed further, without requiring additional context to understand the problem faced by Student 32.
12.	**Context 88-92 (Student 34: female, Student 35: male):** Two students were sitting in the garden in front of the class, having a casual conversation. They complained about the heat, and one of them suggested buying a drink from a nearby	Data 92 Student 34: **let's go.**	The phrase "Let's go" is a common and understood response implying an invitation to take joint action without further explanation. It serves as the key indicator of intent to do something, such as going to a more pleasant place or getting a drink.

	cafeteria.		

4. Scalar Conversational Implicatures

Table.4.5. Findings of the meaning Scalar Conversational Implicatures

No	Context	Utterances	Meaning
1.	**Context 01-08 (Student 1: female, Student 2: female):** Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	Data 02 Student 2: I heard it's going to be really interesting, but I have **a lot of assignments to finish.**	The phrase "a lot of assignments to finish" implies a higher priority than attending the seminar, making it unlikely Student 2 will attend due to pressing academic responsibilities.
2.		Data 04 Student 2: That's early! **I might just catch the second half if I can manage my time.**	The phrases "I might just catch the second half" and "if I can manage my time" emphasize the uncertainty and context-dependent nature of Student 2's tentative attendance, indicating it's not a definite plan.
3.	**Context 17-23 (Student 5: female,**	Data 19 Student 5: Same here! I'm	The phrase "feeling a little lost" uses the low-

	Student 6: female): Two students from the same class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.	**feeling a bit lost** about my topic.	intensity scale of "a bit" to imply mild confusion, suggesting a desire for solidarity, collaboration, and potential clarification, aligning with Scalar Conversational Implicatures.
4.		Data 20 Student 6: **Me too! Maybe we could brainstorm ideas together?**	The phrases "Me too!" and "Maybe we could brainstorm ideas together?" convey agreement, a desire for collaboration, and a specific action plan, while the use of "maybe" adds politeness and reduces pressure, reinforcing the intention to work together on the task.
5.	**Context 78-87 (Student 31: male, Student 32: male, Student 33:**	Data 81 Student 32: Well actually there somethings we call these **a**	Student 32 downplayed the seriousness of the issue by using terms like "a little" and "maybe," as

	female): Some students were casually chatting on the class terrace. They seemed to have a minor issue with one of their lecturers. Since the discussion involved the name of a particular lecturer, the researcher chose not to include the lecturer's name in this analysis.	**little problem maybe**, so **we are just have mis understanding with him.**	in "a little problem maybe" and "we are just having misunderstanding with him." This suggests the problem might be minor and communication-related. However, this approach could also indicate a reluctance to fully disclose information, possibly to avoid conflict or maintain confidentiality, implying the problem might be more significant than presented.
6.	Two students were sitting in the garden in front of the class, having a casual conversation. They complained about the heat, and one of them suggested buying a drink from a nearby cafeteria.	Data 88 Student 34: Anyway, we have free classes today, and we have done doing our midterm and btw **do you feel hot today in here, i feel so hot and i don't know why.**	The intensifier "so hot" suggests an extreme level of heat beyond normal weather, indicating discomfort. The phrases "do you feel hot today in here" and "I feel so hot and I don't know why" express a desire to share this uncomfortable feeling. Student 34 expects a response or

			solution from his friends, such as getting a cold drink.

5. Particularized Conversational Implicatures

Table.4.2. Findings of the meaning Particularized

Conversational Implicatures

No	Context	Utterances	Meaning
1.	**Context 01-08 (Student 1: female, Student 2: female):** Two students sitting in the classroom while waiting for the first hour to start, they are discussing whether they will come to the seminar that will be held tomorrow.	Data 01 Student 1: Hey, dude, **are you going** to the seminar on climate change tomorrow?	This sentence Particularized Conversational Implicatures due to its reliance on specific contextual factors. The direct question, "Are you going?" transcends a simple inquiry about attendance. It reveals the questioner's concern for climate change, expectation of social interaction at the seminar, and, potentially, a subtle hint of interest in meeting the respondent there, all of which are dependent on the shared context and relationship between the individuals.
2.		Data 07 Student 1: True, but you can	The suggestion to "ask for an extension" is a context-

		always **ask for extensions.**	dependent implicature. While not explicitly telling Student 2 to do so, Student 1 subtly offers it as a solution to manage stress related to unfinished assignments, relying on shared knowledge of academic policies and offering relevant support within their conversation.
3.		Data 08 Student 2: Maybe. But you know **how professors are about deadlines.**	The phrase "how lecturers are about deadlines" implies that the pressure of strict deadlines might discourage Student 2 from attending the seminar, highlighting a shared understanding of the academic environment and its potential challenges. Her decision is shaped by the broader context of these expectations.
4.	**Context 09-16 (Student 3: female, Student 4: female):** Two female students are	Data 10 Student 4: **Not yet!** I'm still trying to figure out my thesis statement.	The response "Not yet!" implies more than just an incomplete assignment. It conveys Student 4's struggle with drafting a thesis statement, a difficulty understood within the

	sitting in class, discussing the assignment given by their lecturer the other day. It turns out that they are experiencing difficulties at a certain stage and decide to find a solution together.		specific context of academic writing, and potentially signals a desire for support or collaboration to overcome the obstacle.
5.		Data 11 Student 3: **I struggled with that too. Maybe we could brainstorm together?**	The phrases "I'm having a hard time with it too" and "Maybe we can brainstorm together?" imply a shared struggle with the task and a suggestion for collaboration as a solution, reliant on the specific context of their discussion and the understanding that brainstorming is an effective problem-solving method.
6.		Data 12 Student 4: That would be great! **I feel stuck**	The phrases "I feel stuck on my own" and "That would be great!" rely on the previous

		on my own.	conversation to imply that Student 4 welcomes collaboration and expresses her need for help in completing the task, signaling both a difficulty in working independently and an openness to teamwork.
7.		Data 13 Student 3: How about we **meet at the library this afternoon**?	The sentence "meet at the library this afternoon" implies more than a simple meeting. In the context of their previous discussions about assignment difficulties, it signals an intention to collaborate and work together, requiring shared knowledge to understand it as an academic collaboration rather than just a social invitation.
8.		Data 14 Student 4: Sounds good! **What time do you want to meet?**	The question "What time do you want to meet?" signifies active engagement and seriousness in participating in the collaboration process, moving beyond simple agreement to concrete planning, and thus falls under

			Particularized Conversational Implicatures due to its context-dependent meaning.
9.		Data 15 Student 3: **Let's say 3 PM? That gives us some time to prepare.**	The phrases "Let's say 3 PM" and "that gives us some time to prepare" imply that the chosen meeting time is strategic, emphasizing the importance of preparation for the collaborative effort, thus fitting within Particularized Conversational Implicatures.
10.		Data 16 Student 4: Perfect! I'll bring my notes and we can work through it **together**.	Within the context of shared assignment difficulties, the word "together" acts as the key trigger, reflecting a desire for mutual support and collaborative problem-solving, adding a social dimension to the conversation beyond simple information exchange.
11.	**Context 17-23 (Student 5: female, Student 6: female):** Two students from the same	Data 17 Student 5: **Have you started working** on your final project for optional class?	The phrase "Have you started working?" implies an understanding of the shared task, urging the other student to begin the final project and conveying a sense of urgency, moving beyond a

	class were sitting together during break time, discussing an elective assignment they had not completed. They decided to work on it the following afternoon at home.		simple status inquiry due to the contextual awareness of both participants.
12.		Data 18 Student 6: **I've done some reading, but I haven't started writing yet.**	The phrases "I've done some reading" and "but I haven't started writing yet" imply incomplete progress on the assignment and underlying concern, reinforcing the need for collaborative support within their discussion. Student 6 indirectly conveys that his assignment is not complete.
13.		Data 22 Student 6: How about **tomorrow afternoon?** We can	The phrases "tomorrow afternoon" and "We can meet at my place" are context-dependent, implying a

		meet at **my place.**	specific, agreed-upon time and location for the meeting based on their prior discussion about the assignment. Student 6 offers her home to facilitate a productive, collaborative environment, strengthening their mutual support.
14.		Data 23 Student 5: Perfect! I'll **bring my notes** and we can **figure it out together.**	The phrases "bring my notes" and "Figure it out together," along with the enthusiastic "perfect," indicate Student 5's understanding of cooperation, readiness to contribute resources, and commitment to collaborative problem-solving.
15.	**Context 24-32 (Student 7: female, Student 8: male, Student 9: female):** Three students from the same project group were discussing the	Data 24 Student 7: Hi guys, are you all **ready** for **tomorrow's group presentation?**	The question, inquiring about readiness for "group presentation tomorrow," is a Particularized Conversational Implicature. The term conveys an expectation of joint preparation despite the possibility of unpreparedness within the group, highlighting shared understanding and urgency.

	progress of their assignments. Although some of them had not finished their work, they still planned to practice for the presentation after the lecture.		
16.		Data 25 Student 8: it seems already! I **just finished my part.**	The phrase "just finished my part" confirms the completion of Student 8's individual task, demonstrating responsibility and preparedness within the specific context of their group assignment, likely encouraging further discussion on overall progress.
17.		Data 26 Student 9: **that's great,** Michael! I'm **still doing my part.**	The phrases "That's great" and "Still doing my part" are particularized due to their reliance on the context of divided group tasks. They convey support for completed

			work while indicating ongoing effort to fulfill individual responsibilities within the group.
18.		Data 27 Student 7: **No problem,** Jessica. We can **practice together later today.**	The phrases "No problem" and "Practice together later today" are particularized to the context of group tasks. They express a positive, helpful attitude and signify a concrete plan for collaborative practice, ensuring group readiness for the presentation.
19.		Data 28 Student 8: great idea! **That** will help us organize everything.	The word "That" directly links the statement to the previous context of the group project discussion, indicating shared knowledge, while "will help us organize" suggests a specific benefit related to structuring the project, making it a particularized implicature.
20.		Data 30 Student 7: How do you **feel** about going back to school?	The keyword "feel" triggers a particularized implicature related to readiness for academic activities, stemming from the

			immediate context of presentation preparation and shared knowledge, implying Student 7's prior proposal to meet at school when others couldn't decide.
21.		Data 31 Student 8: sounds perfect! I'm going to get my laptop ready to **share** my slides.	The keyword "share" highlights the intention to distribute the materials among group members, reinforcing the context-dependent nature of the implicature. Within the context of a group project discussion, Student 8 implies a commitment to contribute by preparing the laptop and slides, which reflects an active participation and collaboration.
22.		Data 32 Student 9: **Cool!** I'll bring my notes and **we can discuss everything together.**	The phrase "we can discuss everything together," along with the enthusiastic "Cool!" and the offer to bring notes, signals active participation, mutual understanding, and a collaborative dialogue about their group project, making this a particularized

			conversational implicature highly dependent on the discussion's specific context. The keyword is "discuss".
23.	**Context 33-39 (Student 10: male, Student 11: male, Student 12: male):** Three male students were discussing the soccer match they watched last night. Their enthusiasm suggested a strong emotional engagement with the game.	Data 33 Student 10: Hey guys, did you **catch the game** last night?	The question "catch the game?" is contextual, implying Student 10's assumption that his friends watched last night's soccer match and a desire to open a discussion about it, with "catch the game" being the key phrase indicating shared experience.
24.		Data 34 Student 11: Yes! It was **intense!** I can't believe we **won in the last minute.**	The phrases "intense" and "winning in the last minute" convey excitement and disbelief, assuming shared knowledge of the game's dramatic outcome, making it

			a particularized conversational implicature dependent on the specific context of a shared viewing experience.
25.		Data 35 Student 12: **I know, right?** That last goal was **amazing!**	The phrase "I know, right?", mentioning the "last goal" and calling it "amazing," expresses agreement and shared enthusiasm, illustrating a particularized conversational implicature dependent on shared knowledge of the match and its details, enhancing social bonding through a collective emotional experience.
26.		Data 36 Student 10: I was **on the edge of my seat. Did you see how the crowd reacted?**	The phrase "on the edge of my seat" combined with the question "Did you see how the crowd reacted?" highlights heightened tension and invites Student 11 to share his perspective, implying that the crowd's reaction significantly enhanced the experience of the match, making this a

			context-dependent, particularized conversational implicature understood within the context of the game's intensity.
27.		Data 37 Student 11: Absolutely! **Everyone went wild**. **It felt like we were all part of it.**	The phrases "Everyone went wild" and "It felt like we were all part of it" emphasize the overwhelming enthusiasm and collective participation experienced during the match, making this a particularized conversational implicature heavily dependent on the shared context of watching the game together.
28.		Data 38 Student 12: We should **definitely go to the next game together!**	The phrases "definitely" and "go to the next game together" express certainty and enthusiasm for a shared experience, implying a desire to strengthen social bonds through collective participation in watching the next match, with "together" highlighting the enjoyable, shared nature of the previous experience, making this a

			particularized conversational implicature dependent on the specific context of their bond.
29.		Data 39 Student 10: Great idea! **Let's make a plan.**	
30.	**Context 40-46 (Student 13: female, Student 14: female, Student 15: female):** Three female college students were casually chatting and planning a weekend hiking trip together. Their enthusiasm suggested that they were close friends who shared the same hobby.	Data 40 Student 13: Hey girl, **what are your plans for the weekend?**	The question "what are your plans" is a thinly veiled invitation to plan weekend activities together, since they are close friends with similar interests.
31.		Data 41 Student	The phrase "if the weather is

		14: I'm thinking about going hiking **if the weather is nice.**	nice" introduces an external factor that the planned trip is conditional on, signaling uncertainty and dependence on specific circumstances. In the context of planning a group activity, this implicature suggests that the trip was not yet confirmed and might require further discussion or contingency planning. The meaning of the utterance is thus highly context-dependent, making it a clear example of particularized implicature.
32.		Data 42 Student 15: That sounds fun! **I'd love to join you.**	The phrase "I'd love to join you" conveys enthusiasm and a strong willingness to participate in the hiking trip, intensifying the sentiment beyond casual interest. In the given context, the statement serves as an implicit commitment contingent on the finalization of plans, reinforcing its classification as particularized implicature tied to the conversation's

			social setting.
33.		Data 43 Student 13: Count me in too! **I need some fresh air** after this week.	The phrase "I need some fresh air" suggests that Student 13 desires to unwind and refresh after a tiring or stressful week and goes beyond just enjoying the activity. In the context of a conversation about weekend plans, this statement reveals an additional meaning that depends on the specific circumstances of Student 13's week, making it an example of particularized conversational implicature dependent on the context of previously discussed hiking plans.
34.		Data 44 Student 14: Awesome! We can **drive to the trailhead early Saturday morning.**	The phrase "drive to the trailhead early Saturday morning" signals an assumption that they would travel together, reinforcing the collaborative nature of the plan. Since this meaning relies on the context of agreed upon hiking trip planning, it qualifies as a

			particularized implicature. It also implies a specific time, which is subject to prior agreement.
35.		Data 45 Student 15: Perfect! **What should we bring?**	The question "What should we bring?" implies the need for preparation and specific items required for the hiking activity. In the context of organizing a weekend hiking trip, this signals an awareness of logistical details and a willingness to collaborate, making it a context-dependent, particularized conversational implicature.
36.		Data 46 Student 13: **Snacks, water, and maybe a camera** for pictures!	The phrase "Snacks, water, and maybe a camera for pictures" implies active planning and ensuring essential supplies are considered for both practical needs and enjoyment, and this highlights the recreational and social aspects of the shared hiking trip, making it a particularized conversational implicature.

37.	**Context 47-52 (Student 16: female, Student 17: female, Student 18: female):** Three female students were casually chatting about a newly opened food place near their campus. They appeared curious and eager to try the menu that day, but one of them had a class that would end late.	Data 47 Student 16: Hey guys, **have you guys heard** about **the new dining place** opening in front of the campus?	The question "have you heard" regarding "the new dining place" subtly implies an interest in visiting it together, expressing enthusiasm and encouraging further discussion for a shared plan. Aligned with particularized conversational implicature, the additional meaning is derived from the specific context that they are talking about a newly opened eating place and the context to which it relates. Without that context, the meaning may not be clear.
38.		Data 48 Student 17: Yeah! **I saw it on social media.** It looks very nice!	The phrase "I saw it on social media" and the statement "It looks very nice!" expresses excitement and interest in visiting the new eatery, reinforcing its appeal and

			encouraging the group's enthusiasm. The additional meaning arises specifically from the context of their discussion, making this a particularized conversational implicature.
39.		Data 49 Student 18: I heard they have **a lot of good noodles and jumbo meatballs.** We **have to try it!**	The phrase "a lot of good noodles and jumbo meatballs" highlights appealing menu items, and the statement "We have to try it!" conveys strong enthusiasm and urgency to try the food at the new eatery. The additional meaning in this utterance is highly dependent on the specific conversational context and expresses that the food menu was the main reason for trying the place, making it a clear example of particularized conversational implicature.
40.		Data 50 Student 16: Definitely! **How about we go there after class**	The word "Definitely!" coupled with "How about we go there after class today?" expresses enthusiastic

		today?	agreement and implicitly proposes a concrete plan to visit the new eatery. This additional meaning arises from the specific context of their discussion, demonstrating Student 16's commitment to turning their conversation into an actual outing, making it characteristic of particularized conversational implicature. The reference to "after class" provides a clear timeframe for the plan, indicating that the decision depended on their availability.
41.		Data 52 Student 18: **I finished at 3 pm.** Can we meet then?	The phrase "I finish at 3 PM" combined with "Can we meet then?" implies that 3 PM is a suitable time to meet and proceed with the plan to visit the new eatery. In the context of discussing dining plans, Student 18's statement indicates an effort to confirm and finalize the arrangement, making it a clear example of

			particularized conversational implicature.
42.	**Context 53-59 (Student 19: female, Student 20: female, Student 21: female):** Three female students were sitting in a room, discussing the predicted rain for the weekend. It seemed like the rainy season had arrived. They seemed disappointed, as one of them had planned fun activities for the weekend.	Data 53 Student 19: Hey everyone, have you guys heard about **the rain predictions for this weekend?**	The question about "rain predictions for this weekend" implies that Student 19 is concerned about how the weather might affect their planned weekend activities, signaling a need for potential adjustments and further discussion, thus requiring context to make its meaning clear and avoid sounding like a typical weather discussion.
43.		Data 55 Student	The phrase "that's

		21:**that's disappointing!** I plan to go on a picnic.	disappointing!" and the statement "I plan to go on a picnic" expresses frustration over the weather forecast and confirms that Student 21's plans were affected, reinforcing the conversational implicature that the predicted weather had a direct impact on her weekend expectations. Without context, disappointment may be incomprehensible.
44.		Data 56 Student 19: Me Too! Looks like **we'll have to find something to do indoors instead.**	The phrase "we'll have to find something to do indoors instead" expresses agreement with the disappointment and implies the need to find alternative activities aligned with the predicted weather conditions. It also highlights the necessity of adjusting their plans due to the forecasted rain, adding contextual meaning to their weekend discussion.
45.		Data 57 Student 20: How about we just **play**	Student 20's suggestion to "play PlayStation at my house" with "exciting games

		PlayStation at my house? There are some exciting games that have not been tried.	that have not been tried" implies an enjoyable indoor alternative to their ruined outdoor plans, specifying the location and adding an element of novelty to maintain a fun weekend despite the weather.
46.		Data 59 Student 19: **What about during the day? We can have lunch first.**	The question "What about during the day?" combined with "We can have lunch first" implies a need to structure revised plans around the weather, considering timing and the possibility of engaging in indoor activities earlier. This statement reflects an effort to create a satisfying alternative to their originally planned outdoor weekend and suggests a plan to gather and enjoy each other's company before PlayStation.
47.	**Context 60-65 (Student 22: female, Student 23: female,**	Data 60 Student 22: Hey guys, **it looks like it's going to rain** in the near future!	The phrase "it looks like it's going to rain in the near future" implies that the information about the imminent weather change is

	Student 24: female): Some students were sitting outside the classroom in the afternoon. One of them said that it looked like it was going to rain soon, and her friend agreed after checking the weather forecast app. Unfortunately, one of them didn't bring an umbrella to prepare for the trip back later.		relevant to their situation of being outside and possibly having plans that could be disrupted by bad weather, emphasizing the urgency of the situation.
48.		Data 61 Student 23: I know, I just checked the weather app, and they said **it would start in a minute.**	The phrase "it would start in a minute" confirms the weather forecast and suggests that immediate action might be necessary to avoid getting caught in the rain, implying

			that they should prepare accordingly given the context of being outside and discussing the weather.
49.		Data 62 Student 24: **Great timing**! **I left the umbrella at home.**	The phrase "Great timing!" coupled with "I left the umbrella at home" suggests sarcasm, indicating irony or frustration about the unfortunate timing of the rain and conveying regret or concern about getting wet due to a lack of preparation.
50.		Data 63 Student 22: **You should have one in your bag**. It always rains at this time of year!	The statement "You should have one in your bag! It always rains at this time of year!" implies that rain is a common occurrence during that time of year and that carrying an umbrella is a logical and expected precaution. This highlights the speaker's expectation that her friend should have been better prepared in the context of their discussion about the weather.
51.		Data 64 Student 23: Exactly! **We**	The phrase "We better get back to class before it rains"

		better get back to class before it rains.	expresses agreement and implies the need to act quickly to avoid getting caught in the rain, relying on the shared context of being outside and the expectation that rain was imminent, making the implicature context-dependent.
52.		Data 65 Student 24: **Great idea. Come on, let's go!**	The phrase "Great idea" combined with "Come on, let's go!" expresses agreement and indicates the need to act immediately. Given the context of their discussion about rain and the need to return to class, this statement implies that delaying any longer could result in them getting caught in bad weather.
53.	**Context 66-71 (Student 25: female, Student 26: female, Student 27: female):** Some of female	Data 67 Student 26: that's great! I went to the beach with some friends. **The weather is perfect!**	The phrase "The weather is perfect!" combined with the description of going to the beach implies that Student 26's enjoyable weekend experience was influenced by the good weather, sharing a relevant and positive

	students were casually chatting and sitting in their classrooms while discussing their respective weekend activities, which seemed fun.		experience in the context of discussing fun weekend activities, and adding a contextual layer of meaning to the statement.
54.		Data 68 Student 27: that sounds fun! I stayed home and finished some reading. **What are you doing on the beach?**	The phrase "What did you do at the beach?" implies Student 27's desire to continue the conversation by showing interest in her friend's beach experience, connecting her experience with that of her friends and encouraging further discussion in the context of discussing weekend activities.
55.		Data 69 Student 26: we **take pictures and swim in the sea.** I even got a little sunburn!	By mentioning that she took photos, swam, and "even got a little sunburn!" Student 26 described the activities she engaged in at the beach,

			implying that the experience was enjoyable and contributed to a lively conversation. This depends on the context of discussing weekend experiences, where beach activities and weather conditions played an important role in shaping personal experiences. The phrase "take pictures and swim in the sea" is key to indicating the specific activities.
56.		Data 70 Student 25: Ouch! **I hope you use sunscreen. I spend my weekends working on projects.**	The exclamation "Ouch!" and the phrase "I hope you use sunscreen" expresses concern about her friend's sunburn and implies care for her well-being. The statement "I spend my weekends working on projects" adds contextual information, indirectly implying that she might not have had time for leisure activities like going to the beach. This implicature depends on the conversational context of

			discussing weekend activities.
57.		Data 71 Student 27: **That's very responsible. What's your project about?**	The phrase "That's very responsible" and the follow-up question "What's your project about?" acknowledges Student 25's responsible behavior and implies curiosity about the project she was working on, showing appreciation and encouraging further conversation in the context of discussing weekend activities.
58.	**Context 72-77 (Student 28: female, Student 29: female, Student 30: female):** A student asked two of her friends about their weekend activities. Initially, the friends did not	Data 74 Student 30: What series? **I was looking for something new to watch.**	The phrase "I was looking for something new to watch" implies an interest in recommendations beyond just asking for information about the series, actively searching for entertainment options, making the conversation more interactive, and turning the exchange about weekend activities into a shared discussion about TV shows.

	seem to have particularly exciting experiences to share. One friend mentioned relaxing and watching a new series, which eventually piqued the other friend's interest, leading them to watch the same series after finishing their own.		
59.		Data 75 Student 29: The Title Is "The Last Kingdom."**That's very good if you like historical dramas.**	By stating "That's very good if you like historical dramas," Student 29 recommended the series while implying that its quality is dependent on the viewer's preference for historical dramas, tailoring the recommendation to the interests of her friends and

			fostering social engagement in the context of discussing weekend activities. The phrase "That's very good" indicates a positive assessment.
60.		Data 76 Student 28: **I've heard about it! I'll probably start watching it too.**	The phrase "I've heard about it! I'll probably start watching it too" implies an increased interest in watching The Last Kingdom due to the conversation and recommendation, demonstrating how social interactions shape entertainment choices and highlighting the persuasive nature of peer recommendations within the context of discussing weekend activities.
61.		Data 77 Student 30: **sounds like a plan! I'll check it out after finishing my current series.**	The phrases "Sounds like a plan!" and "I'll check it out after finishing my current series" implies agreement and a commitment to watching The Last Kingdom in the near future, reinforcing the social aspect of entertainment

			consumption and highlighting how the conversation played a role in shaping Student 30's future entertainment plans within the context of discussing weekend activities.
62.	**Context 78-87 (Student 31: male, Student 32: male, Student 33: female):** Some students were casually chatting on the class terrace. They seemed to have a minor issue with one of their lecturers. Since the discussion involved the name of a particular lecturer, the researcher	Data 79 Student 32: Well, **i been i really bussy** actually **i have lot things to do** basically i mind my really good condition, a day this which is i got DVD.	Student 32 implied his lack of engagement in the lecturer discussion was due to his heavy workload. He cited being "really busy" with "a lot of things to do," suggesting his personal responsibilities took precedence. The phrase "I mind my really good condition," though unclear, further indicates a focus on his personal well-being as a reason for his limited involvement.

	chose not to include the lecturer's name in this analysis.		
63.		Data 80 Student 31: Okay, you get DVD which make sure you really tired, i think it was because you that your best at literatur and than you did your best with someone, but wait i don't think so with someone, we have some, **we call the problem, not just you but all of you class**, **so what really happened?**	Student 31 used implicature to broaden the discussion from an individual concern to a problem affecting the whole class. Despite some grammatical errors, the student emphasized the collective nature of the issue, stating, "We have some, we call the problem, not just you but all of your class." By asking "so what really happened?", Student 31 sought further clarification on the overall situation.
64.		Data 82 Student 31: really, **i don't think so.**	Student 31's statement "I don't think so" implies disagreement with Student 32's previous assessment, suggesting the issue with the lecturer was more serious than portrayed. In the context

			of a sensitive discussion, this simple phrase indicates scepticism and implies that Student 31 believed important information was being omitted or downplayed.
65.		Data 83 Student 32: yeah,i think **it is my pov**, right, just my opinion right. It is **some kind of little problem**, **somethings that i could no i tell you about**, yeah basically **we are have a trouble with him, so actually what gonna think did you do on this previous week? i'm not seen you optimally.**	Student 32 used implicature to acknowledge issues with the lecturer while downplaying their severity and withholding sensitive details. Phrases like "it's my POV," "some kind of little problem," and "we are having trouble with him" suggest underlying concerns. The statement "something that I could not tell you about" indicates undisclosed information. Furthermore, Student 32 attempted to change the subject, possibly to avoid further discussion about the lecturer.
66.		Data 84 Student 31: holdon, i don't think we are ready finish our job, **i**	Student 31 used implicature to express uncertainty about completing the work while hinting at larger, unaddressed

		need to ask your friends, so **what do you think about someone's problem?**	issues. By stating "I need to ask your friends" and posing the question "What do you think about someone's problem?", Student 31 implied a need for broader perspectives, suggesting the situation's complexity and a desire to open a discussion about a potentially sensitive, related problem.
67.		Data 85 Student 33: i just **made foult with him.**	Student 33's statement, "made a fault with him," implies an admission of error and hints at a potentially broader issue, possibly related to the lecturer problems. While acknowledging a mistake, the phrase subtly suggests the situation may not be entirely her fault or that there are nuances to the error. The lack of specific details invites interpretation based on the conversation's context and classroom dynamics.
68.		Data 86 Student 31: it is **just a we could problem not**	Student 31 used implicature by downplaying the problem as "just a small problem" and

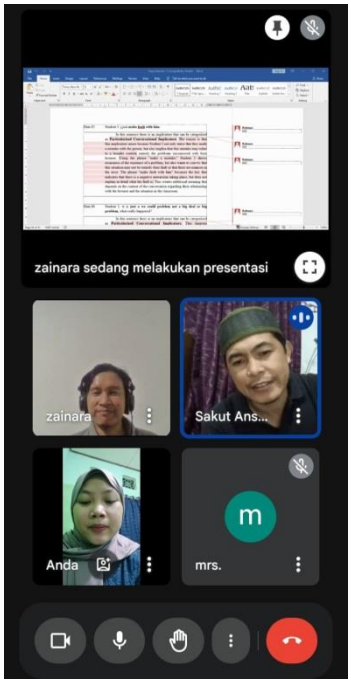
		a big deal or big problem, what really happened?	"not a big deal or major issue," aiming to ease tension. However, the follow-up question, "What really happened?", implies a desire for more clarification and suggests a belief that deeper issues might exist. This approach seeks to create a relaxed atmosphere while still encouraging discussion about the underlying problem.
69.		Data 87 Student 33: **The room assadment.**	These utterances lack clarity without the context of "problems with the lecturer." Understanding hinges on the listener knowing the specific conversation. The phrase "assignment of space," assumed as a correction, implies an arrangement or division of space relevant to an academic setting. Student 33 provides minimal information, implying Student 31 is already aware of the details and expects Student 31 to conclude the problem.

70.	**Context 88-92 (Student 34: female, Student 35: male):** Two students were sitting in the garden in front of the class, having a casual conversation. They complained about the heat, and one of them suggested buying a drink from a nearby cafeteria.	Data 89 Student 35: **So hot today, do you wanna go buy a drink with me?**	The implied meaning relies on conversational context: Student 35 not only noted the heat but also suggested a solution by asking, "Do you wanna go buy a drink with me?" The statement "So hot today." justifies this invitation, linking the desire for a drink to the shared experience of feeling hot. The invitation also implies a desire for social interaction and companionship in addressing the heat.
71.		Data 90 Student 34: **of course i want, where?**	Student 34's response, "Of course, I want," expresses enthusiasm and acceptance, going beyond a simple agreement. The follow-up question, "Where?", indicates readiness to proceed and finalize the plan, reinforcing the cooperative and social

			nature of the exchange. The shared discomfort led to a mutual decision to buy drinks, showcasing how implicature shapes dialogue beyond literal words.
72.		Data 91 Student 35: **let's go to the kantin!**	The statement "Let's go to the canteen!" relies on context, implying it's a solution to the discomfort from the heat discussed earlier. More than a simple invitation, it's a concrete action plan to find refreshments and socialize. This highlights how casual conversation conveys more than literal meaning, combining practical problem-solving with social engagement.

C. Documentations photos during collecting data and FGD

BIOGRAPHY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BIOGRAPHY

Maya Hernita is the name of the author of this thesis. The author currently lives with her parents, Mr. Heriyansyah and Mrs. Marlina Putri, the author is the second of three children. Born in West Lampung on May 25, 2001. The author resides in Karya Makmur Village, Nibung District, North Musi Rawas Regency, Palembang Province. In 2013, the author completed formal education at SD Negeri 1 Jadi Mulya, Nibung (2007-2013), SMP Negeri Srijaya Makmur, Nibung (2013-2016), SMK Swasta Miftahul Ulum, Sarolangun (2016-2018). After completing secondary education, the author studied at another campus in the city of Jambi, but in 2020 the author moved to the city of Curup to continue his education to the Bachelor of Education (S1) level in the English Tadris Study Program at the Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup. With perseverance, high motivation to continue learning, trying, and praying to complete Strata One (S1) education, the author hopes that this research can have a positive influence on the world of education, add to the repertoire of knowledge, and can be useful and beneficial to others.

Thanks to the help of Allah SWT and the prayers of the parents, the author successfully completed the study program at IAIN Curup, with the thesis title “The Analysis of Implicature in English Zone at IAIN Curup”.