An Analysis of Implicature in SMP Negeri 4 Soromandi

Ika Irawati[1], Sulastri[2], Deddy Meirawan[3]
[1,2]STKIP Taman Siswa Bima, Indonesia [3]Universitas Muhammadiyah Prof. DR Hamka, Indonesia
E-mail: ika.irawati1989@gmail.com, bimasulastri096@gmail.com, deddy.meirawan@gmail.com

Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-12-05 **Keywords:** *Analysis;* *Implicature;* *Qualitative Research.*	The purpose of this study is to determine the types of implicatures and the function of implicatures used by teachers when interacting with students in the classroom during the learning process. The reason for this research is because it wants to provide sources of information or references regarding the types of implicatures and the functions of implicatures that are expected to be useful for the institution where the researcher conducts the study, for teachers, for other students, other researchers or readers. This study used descriptive qualitative method. There are two videos that are used as a source of research data. The videos show the activities of the learning process in the classroom and the interactions between teachers and students. Collecting research data, the researcher transcribes the videos accurately in written form, and then classifies the transcription data based on the types of implicatures and implicature functions so that the data can be easily identified and analyzed. After all the data has been collected, the researcher analyzes the data and draws conclusions. The results of this study indicate that: (1) There are 13 types of implicatures and there are 96 implicature functions used by teachers in the videos used as research data. Implicature types are divided into 2 conventional types and 11 unconventional types. Meanwhile, the implicature functions are divided into 36 assertive functions, 29 directive functions, 28 expressive functions, and 3 commissive functions.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-12-05 **Kata kunci:** *Analisis;* *Implikatur;* *Penelitian Kualitatif.*	Tujuan penelitian ini yaitu untuk mengetahui tipe implikatur dan fungsi implikatur yang digunakan oleh guru ketika berinteraksi dengan siswa di kelas saat proses pembelajaran. Alasan penelitian ini yaitu karena ingin menyediakan sumber informasi atau referensi mengenai tipe implikatur dan fungsi implikatur yang diharapkan bermanfaat bagi institusi dimana peneliti melaksanakan studi, bagi guru, bagi mahasiswa lain, peneliti lain ataupun pembaca. Penelitian ini menggunakan metode deskriptif kualitatif. Terdapat dua video yang digunakan sebagai sumber data penelitian. Video-video tersebut menunjukkan kegiatan proses pembelajaran di kelas dan interaksi antara guru dan siswa. Mengumpulkan data penelitian, peneliti mentranskripsi video-video tersebut secara akurat dalam bentuk tulisan, dan kemudian mengklasifikasi data transkripsi berdasarkan tipe-tipe implikatur dan fungsi implikatur agar data mudah diidentifikasi dan dianalisa. Setelah seluruh data telah dikumpulkan, peneliti menganalisa data dan menggambarkan kesimpulan. Hasil penelitian ini menunjukkan bahwa: (1) Terdapat 13 tipe implikatur dan terdapat 96 fungsi implikatur yang digunakan oleh guru-guru di dalam video-video yang digunakan sebagai data penelitian. Tipe implikatur terbagi atas, 2 tipe konvensional dan 11 tipe unkonvensional. Sedangkan fungsi implikatur terbagi atas 36 fungsi asertif, 29 fungsi direktif, 28 fungsi ekspresif, dan 3 fungsi komisif.

I. INTRODUCTION

Learning pragmatics is important in daily communication because pragmatics is closely related to human's interaction. Pragmatics is a subfield of linguistics that studies the ways in which context contributes to the meaning. By being aware of context, both of speakers and hearers would understand each other utterances properly (Mey,2009). The study of a content in pragmatics is involved in the study of politeness principle in generosity maxim. Language has a variety of characteristics and functions adapting to use in society. Language is a speech sign system conventional and systemic arbitrators (consisting of: subsystems) as well as systematic (having regular rules). Four Social dimensions that affect language use include social distance, social status, official level, and function. So it can be seen that use of language is strongly influence by social factors of speakers and speech partners when communicate.

In the teaching and learning process in junior

high school, English is the language of instruction that should be use by teachers to convey material, assignments or react to contributions made by students, even though the everyday language use by students and teachers is Indonesian/mother tongue. The actions taken by the teacher actually have the aim of familiarizing students with using English while in school. In addition, these actions can be use to support the smooth learning of students at the higher education unit level. However, in reality, the use of English as the language of instruction which should be a communication bridge between teachers and students to learn a teaching material can actually become a scourge of speech that is considered to hurt one of the speech parties due to differences in background knowledge. This can also occur in the teaching and learning process of English subjects in junior high schools which cannot be separate from the use of the first language as the language of instruction. Therefore, it is not uncommon for teachers to use conversational implicatures in the form of a first language when students are judged to have not been able to understand certain vocabulary in English.

Based on this explanation, it encourages researchers' interest to examine the types of conversational implicatures and also the function of the teacher's conversational implicatures to students in SMP Negeri 4 Soromandi. The results of the research on the conversational implicatures of teachers to students in SMP Negeri 4 Soromandi are expecting to provide an understanding of the attitudes of students and teachers in interacting relate to the types of implicatures use and the function of conversational implicatures in interacting, especially classroom interactions.

1. Pragmatic

Pragmatics is a branch of linguistics that is increasingly recognizing today, although about two decades ago this science was rarely or almost never mention by linguists (Wijaya and Rohmadi, 2011: 6). Pragmatics is language in use, the study of the meaning of speech in certain situations. The characterristics of language can be understood through pragmatics, namely how language is use in communication (Djajasudarma, 2012:71). Leech (in Wijana and Rohmadi, 2011:5-6) pragmatics as a branch of linguistics that examines the use of integrated language with grammar consisting of phonology, morphology, syntax, and semantics.

2. Implicature

Implicature is one aspect of the study that is important or perhaps the most important in linguistic studies that smells of pragmatics (Wijana and Rohmadi, 2011: 120). Yule (2006:62) suggests that implicature is a prime example of more information being convey than said. Djajasudarma (2012:77) implicature is an additional implied meaning, which must be maintain if the principle of cooperation can be implement. The implications of an utterance can also be forme from the words use by the speaker (Leech, 2009:61). Conversational impicature is a very important concept in pragmatics. Conversational implicature refers to the meaning of an utterance. Leech (in Rohmadi 2010:68) states that conversational implicatures can be distinguish by what is said and what is implied by the utterance. Implicatures can be interpreting as additional meanings conveying by speakers or different meanings or opposite meanings and sometimes not contain in the speech itself (Thomas, 1995: 57). Furthermore, conversational implicature is a statement of implications, namely what the speaker might mean, imply, or mean differently from what is actually said in a conversation (Gazdar, 1979: 38).

Grice (in Rohmadi, 2010:60) states that implicature is divide into two, namely conventional and non-conventional implicatures. The difference between them the former depend on something othe than what is truth-conventional in the conventional use, or meaning, of particular forms and expression, whereas the latter derive from a set of more general principles which regulate the proper conduct of conversation. (Lyons in Rohmadi 2010:79). Searle in Leech (1993: 164) classifies implicature functions into five, including :

a) Representative: Is a form of speech act that binds the speaker to the truth of what is expressing in the speech. Among them are stating, boasting, complaining, claiming, reporting, opinion. Yayuk in Rohmadi (2010: 79) assertive speech acts or also called representative speech acts, namely speech acts related to stating something. This speech act relates the speaker to the truth of what is said. This form of speech act is usually done by someone when stating something or expressing an opinion, claiming, speculating, and reporting. Assertive speech act markers are modalities, namely maybe, maybe, exactly,

and right. Darmayanti in Rohmadi (2010:80) states that assertive actions are generally realized or applied in the form of declarative sentences in the form of providing infor-mation. Swashaning (2015) representative acts are speech acts that bind the speaker to the truth being said. This speech act is also called an assertive act. Assertive or representative acts have several parts, namely saying, suggesting, reporting, mentioning, and showing. 10 Djatmika (2016: 17) assertive or representative all things related to throwing out propositions, whether right or wrong. These utterances are often marked by the presence of verbs such as stating, saying, explaining, describing, telling, telling, commenting, agreeing, providing information, and so on.

b) The directive: Is a form of speech by the speaker so that the speech partner performs the actions mention in the speech such as ordering, commanding, requesting, suggesting, advising, recommending, and demanding. According to Yule (2006:93) directives are types of speech acts used by speakers to tell others to do something. This type of speech act states what happens to the speaker's or speech partner's wishes. This speech act includes orders, requests, orders, giving suggestions, and the form can be in the form of positive and negative sentences. When using the directive the speaker tries to adapt the world to the word (through the listener).

c) Expressive: Is a speech act given by the speaker to evaluate what is speech. Such as thanking, congratulating, blaming, praising, and condoling. (Djatmika, 2016:18) Expre-ssive speech acts refer to speakers who show their attitudes or feelings, for example thanking or apologizing. Expressive speech acts when a speaker expresses his feelings of emotional condition to a second person or the interlocutor then the speech used is expressive. This condition is caused by several things that come from the speaker. For example, the state of the speaker who is not feeling well or in a bad mood that comes from outside. For example, the behavior or actions of the interlocutor to the speaker that make an impact on the emotional condition of the speaker. Expressive acts are often charac-terized by condolences, insulting, thanking, praising, mocking, greeting, farewell, apolo-gizing, blaming, and so on.

d) Commissive: Is a speech act that binds the speaker to carry out what is said in the future, in his speech such as promising, swearing and offering something. Partana (2010:83) promises or commissive speech acts are actions spoken by speakers to speech partners about their willingness to do something or make promises. Actions in speech acts promise to be carried out at a future time. The implementation of the promised speech act is based on an urgent situation so that the speech partner has confidence in the speaker. The speech act of promise is marked by the utterance of yes, really, for sure, insha Allah, yes... I will.... On the other hand, the speech act of promise can be characterized by other forms that implicitly state the speech act of promise. Djatmika (2016:17) commissive acts if a speaker makes a commitment to perform an action in the future for the second person, then the utterance that accommodates it is classified as a commissive act. Commissive acts are usually marked by verbs, namely swear, promise, make a vow, pledge, refuse, threaten, offer, and so on.

e) Declarative: Is a speech act that creates something like deciding, canceling, prohi-biting, allowing, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice (Searle in leech, 2017: 69). According to Searle in Leech (2006:162) the category of decla-rative speech acts is a very specific illocutionary act. Declarative actions are carried out by someone who has a special task to do it in the institutional work plan. For example, a judge who has the task of sentencing a defendant, a high official or person in the position of officiating an official event, a priest who marries a pair of prospective brides.

II. METHOD

This research is a qualitative descriptive, because it only reveals evidence of the implicature of the teacher's conversations with students. Qualitative research is a research procedure that produces descriptive data in the form of writing or speak words from a group of people or objects under study and observable behavior. This research used a descriptive approach, namely a description of an ongoing situation that does not only collect data but also

analyzes, interprets, and conclude. From the above understanding, the researcher will reveal the facts by displaying writing words obtain from the results of observations that describe the speech and implicatures of the teacher's conversations with students at SMP Negeri 4 Soromandi. The researcher collected data by using recording/video techniques. Video Recording: Researchers use this technique to record/video dialogue that occurs in the learning process in class. This recording/video is then transcribe so that it can assist in capturing information and interpreting the meaning contain in the speech and operated important procedures as like: 1. Transcribing : From the data source that the researcher obtained, then transcribed in order to assist in capturing information and interpreting the meaning contain in the speech of the teacher and students, 2. Classifying : Classifying the results of teacher and student conversations into types and functions of implicatures, 3. Analyzing : Analyze the results of the transcripts and the results of the classification of the teacher-student conversation implicatures, and 4. Concluding: After transcribing, classifying, and analyzing, the researcher can draw conclusions based on the results of the data obtained.

III. RESULT AND DISCUSSION

A. Result

This section describes the datum obtained from the used of implicature by English teachcer in learned process at SMP Negeri 4 Soromandi. This datum were taken when interaction between teacher and students during teaching and learning process. In this reseach, the researcher observed one English teacher and made observations 2 times. This datum was obtained for one week, from Wednesday, agust 24, 2022, Tuesday, Agust 25, 2022. The researcher analysed implicature datum type conventional used Grice Theory, and type unconventional datum used Levinson Theory. Whereas analysed function of implicture function representative used Darmayanti Theory, function directive used Yule theory, function expressive used Djatmika Theory, function commissive used Partana Theory, and function declarative used Searle in Jumanto Theory.

Table 1. The following datum were Implicature

No	Type of implicature	First Video	Second Video	Total
1.	conventional	1	1	2
2.	unconventional	4	8	12
Total		**5**	**9**	**14**

Table 2. The following datum were function of implicature

No	Function of implicature	First Video	Second Video	Total
1.	Representative	17	27	44
2.	Directive	7	24	31
3.	Expressive	4	25	29
4.	Commissive	3	1	4
5.	Declarative	17	19	36
Total		**48**	**96**	**143**

B. Discussion

Data (1) was heppened in morning. The speaker was harmaini as English teacher. Data (1) taken on Wednesday, agust 24, 2022 video duration 00:13 in class VIII.

1. Analysis of function directive

The speech *"Baik students, coba perhatikan di depan. Miss akan mengabsen terlebih dahulu"*. This incident was accoured when the teacher said to students that teacher want to attend student attendance. According to Djatmika (2016:17) to make the second person do something or not do something for him, a speaker will use directive type speech. The verbs used to represent these speech acts include ordering or ordering, ordering, giving instructions, advising, asking, suggesting, prohibiting, inviting, confirming, and so on. So, this sentence include in function directive part of giving instructions.

1) Data (2)
   1) Teacher: **Baik students, coba perhatikan di depan. Miss akan mengabsen terlebih dahulu.**
   2) Students: Iya miss

2) Data (2) was heppened in morning. The speaker was harmaini as English teacher. Data (2) taken on Wednesday, agust 24, 2022 video duration 00:13 in class VIII.

2. Analysis of function declarative

The speech *"Baik students, coba perhati*kan *di depan. Miss akan mengabsen terlebih dahulu"*. This incident was accoured when

the teacher said to students that teacher want to attend student attendance. According to (Searle in Jumanto, 2017: 69) Declarative It is a speech act that gives rise to something such as deciding, canceling, prohibiting, permitting, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice. So, this sentence include in function Declarative.

a) Data (3)
1) Teacher: **Baik students, coba perhatikan di depan. Miss akan mengabsen terlebih dahulu.**
2) Students: Iya miss

b) Data (3) was heppened in morning. The speaker was harmaini as English teacher.

c) Data (3) taken on Wednesday, agust 24, 2022 video duration 00:13 in class VIII.

3. Analysis of function representative

The speech *"Baik students, coba* perhatikan *di depan. Miss akan mengabsen terlebih dahulu".* This incident was accourred when the teacher said to students that teacher want to attend student attendance. According to Leech (in Sinaga, 2013: 16) It is a form of speech act that binds the speaker to the truth of what is expressed in the speech. Among them are stating, boasting, complaining, claiming, reporting, arguing. So this sentence include in So this sentence include in function representative part of stated.

a) Data (4)
1) Teacher: Baik students, coba perhatikan di depan. Miss akan mengabsen terlebih dahulu.
2) Students : Iya miss
3) Teacher: **Miss lupa bawa pulpen ni.** (while glancing at one of the students)
4) Student: ini miss, mada punya pulpen satu lagi. (takes the pen in the bag then gives it to the teacher)
5) Teacher: Thanks, citra. (while smile to citra)
6) Student: iya miss. (smile back to teacher)

b) Data (4) was heppened in morning. The speaker was harmaini as English teacher.

c) Data (4) taken on Wednesday, agust 24, 2022 video duration 00:13 in class VIII.

4. Analysis of unconventional implicature

The Speech *"Miss lupa bawa pulpen ni".* This incident was accourred when the teacher wanted to take a student attendance, but forget to bring a pen. According Levinson (1991:117) something implied doesn't have a direct relationship with the spoken utterance. So this sentence include in unconvensional implicature, because in the sentence *"miss lupa bawa pulpen ni"* there is no sentence asking to borrow a pen, but students understand the teacher's intention.

a) Data (5)
1) Teacher: **Miss lupa bawa pulpen ni.** (while glancing at one of the students)
2) Student: ini miss, mada punya pulpen satu lagi. (takes the pen in the bag then gives it to the teacher)

b) Data (5) was heppened in morning. The speaker was harmaini as English teacher.

c) Data (5) taken on Wednesday, agust 24, 2022 video duration 00:13 in class VIII.

5. Analysis of function representative

The Speech *"Miss lupa bawa pulpen ni".* This incident was accourred when the teacher wanted to take a student attendance, but forget to bring a pen. According to Leech (in Sinaga, 2013: 16) It is a form of speech act that binds the speaker to the truth of what is expressed in the speech. Among them are stating, boasting, complaining, claiming, reporting, arguing. So this sentence include in So this sentence include in function representative part of stated.

a) Data (6)
1) Teacher: Miss lupa bawa pulpen ni. (while glancing at one of the students)
2) Student: **ini miss, mada punya pulpen satu lagi.** (takes the pen in the bag then gives it to the teacher)

b) Data (6) was heppened in morning. The speaker was students.

c) Data (6) taken on Wednesday, agust 24, 2022 video duration 00:17 in class VIII.

6. Analysis of function commissive

The speech *"ini miss, mada punya pulpen satu lagi"*. In incident was accourred when the teacher wanted to take a student's attendance, but forget to bring a pen. And then, one of the students offered to the teacher to use the other pen. According Djatmika (2016:17) Commissive speech acts are divided into two types, namely offering and promising. Promising has functions including swearing, cursing, contracting, betting, surrendering, guaranteeing, and inviting. While the functions of offering include proposing, bargaining, and offering service. commissive act if a speaker makes a commitment to perform an action in the future for the second person, then the utterance that accommodates it is classified as a commissive act. Commissive acts are usually marked by verbs, namely swear, promise, make a vow, pledge, refuse, threaten, offer, and so on. So this sentence include in function commissive part of offering.
   a) Data (8)
      1) Teacher: **Thanks, citra.** (while smile to citra)
      2) Student: iya miss. (smile back to teacher)
   b) Data (8) was heppened in morning. The speaker was harmaini as English teacher.
   c) Data (8) taken on Wednesday, agust 24, 2022 video duration 00:19 in class VIII.

7. Analysis of function Declarative

The speech *"Thanks, citra"*. In incident was accourred when the teacher wanted to take a student's attendance, but forget to bring a pen. And then, one of the students offered to the teacher to use the other pen. after the student gave the pen to the teacher, then the teacher gave thanks to the student. According to (Searle in Jumanto, 2017: 69) Declarative It is a speech act that gives rise to something such as deciding, canceling, prohibiting, permitting, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice. So, this sentence includes in function Declarative.
   a) Data (9) was heppened in morning. The speaker was Fahris as one of the student's. Data (9) taken on Wednesday,

agust 24, 2022 video duration 00:21 in class VIII.

8. Analysis of function Expressive

The speech *"sorry miss"*. In incident was accourred when one of the naughty students in class. who apologized to his teacher when he was reprimanded. According (Djatmika, 2016:18) Expressive speech acts refer to speakers who show their attitudes or feelings, for example thanking or apologizing. So, this sentence include in function Expressive part of apologizing.
   a) Data (10)
      1) Student A: **Sorry miss** (with a very low voice)
      2) Teacher: (nodding while looking at the student with a face that looks grim)
   b) Data (10) was heppened in morning. The speaker was Fahris as one of the student's.
   c) Data (10) taken on Wednesday, agust 24, 2022 video duration 00:21 in class VIII.

9. Analysis of function Declarative

The speech *"sorry miss"*. In incident was accourred when one of the naughty students in class. who apologized to his teacher when he was reprimanded. According to (Searle in Jumanto, 2017: 69) Declarative It is a speech act that gives rise to something such as deciding, canceling, prohibiting, permitting, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice. So, this sentence include in function Declarative. That was because apologizing after making a mistake is a good thing for students to do.
   a) Data (11)
      1) Student A: Sorry miss (with a very low voice)
      2) Teacher: (nodding while looking at the student with a face that looks grim)
      3) Student B: **Kaijap na'e kente sarumbu mu bune bapak mu ma TNI ndi da dahu kaimu.**
      4) Student A: (with a shy expression because his seatmate said it)

b) Data (11) was heppened in morning. The speaker was ulin as one of the student's.
c) Data (11) taken on Wednesday, agust 24, 2022 video duration 00:34 in class VIII.

10. Analysis of conventional implicature

The speech *"Kaijap na'e kente sarumbu mu bune bapak mu ma TNI ndi da dahu kaimu".* This incident was accourred when one of the naughty students in class. According (Grice 1975:44) an implication or understanding that is diction, general, and conventional. Everyone in general already knows and understands the meaning or implications of a certain thing. Understanding of the implications of conventional gangs presupposes that listeners/readers have expreince and general knowledge. So this sentence include in convensional implicature, because in the sentence *"Kaijap bapak mu ma TNI ndi da dahu kaimu"* is a form of general knowledge of a person related to the TNI which is generally known to be brave, brave, and strong.
a) Data (12)
1) Student B: **Kaijap na'e kente sarumbu mu bune bapak mu ma TNI ndi da dahu kaimu.**
2) Student A: (with a shy expression because his seatmate said it)
b) Data (12) was heppened in morning. The speaker was ulin as one of the student's.
c) Data (12) taken on Wednesday, agust 24, 2022 video duration 00:34 in class VIII.

11. Analysis of function declarative

The speech *"Kaijap na'e kente sarumbu mu bune bapak mu ma TNI ndi da dahu kaimu".* This incident was accourred when one of the naughty students in class. According to (Searle in Jumanto, 2017: 69) Declarative It is a speech act that gives rise to something such as deciding, canceling, prohibiting, permitting, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice. So, this sentence include in function Declarative.
a) Data (13)
1) Teacher: **papan tulis masih terlihat kotor yah**. (sambil melihat ke arah

papan tulis yang masih dipenuhi dengan tinta spidol)
2) Student A: iya miss. Masih ada yang belum selesai menulis.
b) Data (13) was heppened in morning. The speaker was teacher.
c) Data (13) taken on Wednesday, agust 24, 2022 video duration 00:38 in class VIII.

12. Analysis of function representative

The speech *"papan tulis masih terlihat* kotor *yah".* This incident was accourred when teacher stated to the student's that the whiteboard was still dirty. According to Leech (in Sinaga, 2013: 16) It is a form of speech act that binds the speaker to the truth of what is expressed in the speech. Among them are stating, boasting, complaining, claiming, reporting, arguing. So this sentence include in function representatif, because in the sentence *"papan tulis masih terlihat kotor yah"* is a form of speech that is included in the form of speech acts that binds the speaker to the truth of what is expressed in the speech.
a) Data (14)
1) Teacher: **papan tulis masih terlihat kotor yah**. (sambil melihat ke arah papan tulis yang masih dipenuhi dengan tinta spidol)
2) Student A: iya miss. Masih ada yang belum selesai menulis.
b) Data (14) was heppened in morning. The speaker was teacher.
c) Data (14) taken on Wednesday, agust 24, 2022 video duration 00:38 in class VIII.

13. Analysis of function declarative

The speech *"papan tulis masih terlihat kotor yah".* This incident was accourred when teacher stated to the student's that the whiteboard was still dirty. According to (Searle in Jumanto, 2017: 69) Declarative It is a speech act that gives rise to something such as deciding, canceling, prohibiting, permitting, granting, lifting, classifying, and forgiving. Declarative speech acts refer to speakers who perform actions that change the reality that exists in the world, for example carrying out the process of giving advice. So, this sentence include in function Declarative.
a) Data (15)
1) Teacher: **papan tulis masih terlihat kotor yah**. (while looking at the

blackboard which is still filled with marker ink)

2) Student A: iya miss. Masih ada yang belum selesai menulis.

b) Data (15) was heppened in morning. The speaker was teacher.

c) Data (15) taken on Wednesday, agust 24, 2022 video duration 00:38 in class VIII.

14. Analysis of unconvensional implicature

The speech *"papan tulis masih terlihat kotor yah".* This incident was accourred when teacher stated to the student's that the whiteboard was still dirty. According Levinson (1991:117) something implied doesn't have a direct relationship with the spoken utterance. So this sentence include in unconvensional implicature.

IV. CONCLUSSION AND SUGGESTION

A. Conclusion

Based on chapter IV which has been analyzed and discussed by the researcher, regard to implicature by teacher and students in learned process, the research found various type of implicature, and various function of implicature. This can be summarized as followed:

1. Type of implicature

Researcher found type of implicature used by teacher nd students at SMP Negeri 4 Soromandi. The types used of implicature contained in learned process was in accordance with the implicature type conventional accordance to Grice, and implicature type unconventional accor-dance to Levinson.

2. The first video

Based on the data, the used of imply-cature was that there were 1 conventional type, There were 4 unconventional type, 17 representative function, 7 directive func-tion, 4 expressive function, 3 commissive function, and 17 declarative function.

3. The second video

Based on the data, the used of imply-cature was that there were 1 conventional type, There were 8 unconventional type, 27 representative function, 24 directive function, 25 expressive function, 1 commi-ssive function, and 19 declarative function.

Based on the data from the two videos, the researcher concluded that teacher and students at SMP Negeri 4 Soromandi did not used implicature much in the learning process.

That was because the teaching and learning process looks more effective when using direct statements rather than using imply-catures. So, the researcher concluded based on observations at SMP Negeri 4 Soromandi that it is not effective to used implicature because it tends to used direct statements.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to examine more deeply and comprehensively about An Analysis of Implicature in SMP Negeri 4 Soromandi.

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