

# The Application of Conversational Implicature to Develop the Learners' Motivation for Informal Education in RARE English Class

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**ABSTRACT:** This study aims to observe the influence of the students' understanding of conversational implicatures in developing the grade 5th learners' motivation in RARE English Class. An observation method was used to collect the data, which included a tapping/recording technique and a questionnaire. The data for this research were taken from recording the conversation between the teacher and students in RARE English Class. The data were taken while this English course's teaching and learning process was ongoing. Besides, the data were also taken from the questionnaire which was given to 30 students. In analyzing the data, this study used a descriptive and qualitative method. The data were presented informally in the form of words, phrases, and clauses. This study showed that the understanding of grade 5th students in RARE English Class about conversational implicatures, influenced the development of students' learning motivation. The use of implicature is also helpful to reprimand the students with a good attitude without any harsh words in the education field.

**KEYWORDS** –Conversational Implicature, Generalized, Particularized, Learning Motivation.

## I. INTRODUCTION

Communication is an interaction between the speakers and the hearer using a tool called language. Communication can be divided into two main categories; they are verbal communication and non-verbal communication. Communication can occur in several aspects, such as in the educational aspect. In which, two figures play an important role both in formal and non-formal education are the teachers and the students. In communicating, the teachers and the students should apply cooperative principles. Grice (1975: 45) states that every participant, either the speaker or the hearer should ensure their understanding in a conversation. It is recommended that every participant should be cooperative to be able to achieve the goal of communication.

In applying the cooperative principle, Grice (1975) proposed four maxims; they are (1) the Maxim of Quantity that suggests the speaker to be informative, (2) the Maxim of Quality that suggests the speaker to state a true statement, (3) the Maxim of Relation that suggests the speaker to be relevant, and (4) the Maxim of Manner that suggests the speaker to state a clear statement without any ambiguity.

If these maxims are applied in the conversation, all speakers will respect each other and polite communication can be maintained. However, in fact, there are a lot of people violating these maxims. The speakers usually violate the maxims because they want to hide some messages that they do not want to utter but at the same time they also want the hearer to understand what the hidden messages is. The hidden messages of the utterances are

called implicature. Implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said (Horn, 2006: 3).

Implicature often appears in teaching and learning activities both in formal or non-formal education, for example, in RARE English Class. This is an English course in which the students use English as their third or even their foreign language. In this class, the teachers applied the implicatures to eliminate the impression of being harsh towards the grade 5<sup>th</sup> students when explaining something; they do not want the grade 5<sup>th</sup> students to be offended or hurt when the teachers advise them. Certainly, this reason is based on reports from students who stated that they felt hurt when they received harsh criticism at school. They also stated that it could make them feel like they had lost their desire to learn. From that phenomenon, it could be said that the teacher is an important figure in the learning process who determines the ups and downs of student motivation. Therefore, the use of implicatures is very necessary in the learning process to achieve good learning goals

However, one point that needs to be highlighted is the students must also know and understand the meaning of the implicatures that the teachers convey. If the students understand the implied meaning of the teacher, the conversation can run well. However, if the students cannot understand the teacher's implicatures the learning objectives will not be well achieved. Therefore, this study aims to observe the influence of the students' understanding of conversational implicatures in developing the grade 5<sup>th</sup> learners' motivation in RARE English Class.

## II. METHOD AND THEORY

### 2.1 Research Method

This study used a qualitative method with a descriptive study as the research design. The subject of this research is 30 students of the grade 5<sup>th</sup> in one of English Courses in Bali named RARE English Class. In collecting the data, this study applied the observation method. The techniques used were tapping/recording techniques and questionnaire. The data were analysed descriptively. In presenting the data, this study used an informal method. On the questionnaire, the students are given several statements which are applying the six indicators of learning motivation stated by Uno (2006). The answer of each statement in the questionnaire has several different values based on their categories. This can be seen in the table 2.1

Table 2.1  
Values of Each Statement

Categories	Value
Strongly Agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

Then the contents of the questionnaire given to the student are calculated using the following formula:

$$\text{Percentage} = \frac{\text{total score of each statement}}{\text{maximum score}} \times 100\%$$

After calculating the percentage of each indicator, the data will be adjusted according to the category division of learning motivation which is stated by Arikunto (2009). He divides these categories into several parts as shown in table 2.2

Table 2.2  
The Category of the Students' Learning Motivation

No.	Percentage Range of Student Learning Motivation Results (%)	Categories
1.	$80 \leq P \leq 100$	Very Good
2.	$65 \leq P \leq 79,99$	Good
3.	$55 \leq P \leq 64,99$	Average
4.	$40 \leq P \leq 54,99$	Poor
5.	$0 \leq P \leq 39,99$	Unsatisfactory

## 2.2 Theoretical Framework

### 2.2.1 Pragmatics

In the book Principle of Pragmatics (1983), Leech states, "Pragmatics is the study of meaning in relation to speech situation." From that statement, pragmatics is a study that learns about meaning that relates to the context of the situation in utterances or conversations. Pragmatics also learn about implied meaning in communication. According to Yule (2014: 4), in communication, context is related to where the conversation takes place, who is the speaker, what is the content of the conversation and to whom the speech is addressed. Every participant in the communication, which is the speaker and the hearer, is expected to understand the implied meaning that has been stated by the speaker. Besides, they are also expected to understand the speaker's goals, the speaker's assumptions and the activities being carried out (Yule, 1996: 4).

#### 2.2.1.1 Implicature

Yule (1996) states implicature is an additional meaning that is implied indirectly in an utterance. Therefore, the participants of the conversation, should cooperate with each other in order to achieve the desired goals of the conversation.

Grice (1975) divides implicature into two types, namely Conventional Implicature and Conversational Implicature. Conventional implicature may not be present in a conversation, nor does it depend on specific contexts to interpret it (Yule, 1996: 45). In addition, conventional implicatures may contain special words that have additional meaning in a particular utterance.

Example:

*Dennis isn't here yet*

(Yule, 1996: 45)

The utterance above is an example of conventional implicature. The direct meaning says that Dennis has not arrived in that place yet. However, when the speaker uttered that utterance, there was an implied meaning which was unspoken that is he or she was hoping for Dennis's presence.

Besides, there is also conversational implicature. Generally, in conversational implicature, the stated utterance has a different meaning than the truth. Therefore, a good understanding of implied meaning is needed to achieve a good communication goal between the listener and the speaker. This statement is also supported by Horn (2012: 74). He stated that the speaker may convey something or even imply something else in a conversation. The speaker may hope for the understanding of the listener in order to achieve the goal of communication.

Grice (1975: 56) divides Conversational Implicature into two types; they are Generalized Conversational Implicature and Particularized Conversational Implicature. Generalized conversational implicature is an implicature which does not require special knowledge in the context of the conversation to obtain the implied meaning.

Example:

Askha : Miss, we already follow you on Instagram. Have you already followed back Nayla and Bima?

Teacher : *I already followed Suar.*

Context:

The conversation happens in the class. One student said that he and his friend already follow his teacher on Instagram. Then he asked his teacher whether or not his teacher had already followed back his friend's account, named Nayla and Bima. He just wanted to make sure. However, the teacher only said that she already followed one student's account without saying that she has not followed another student's account.

According to the example, it showed that the teacher's statement applied the generalized conversational implicature. The reason is that there is no specific context to the teacher's statement. The teacher said that to make Askha concluded, the teacher only followed back Nayla and did not follow back Bima.

Then, the other type of conversational implicature is particularized conversational implicature. Particularized conversational implicature occurs when a specific context is needed in a particular utterance. Thus, it is necessary to express a conclusion to understand the meanings resulting from the particularized conversational implicatures (Yule, 1996: 42).

Example:

Deva: What about going to the beach tomorrow?

Arya :*My grandma will come to my house tomorrow.*

Context:

Deva and Arya are best friends. Deva had a plan to spend his weekend on the beach. Then he asked Arya to go to the beach.

Based on the example, Arya's statement applied the particularized conversational implicature. There is a specific context to understand his statement. Arya wanted to refuse his friend's invitation to spend the weekend on the beach. However, he flouted the maxim of relation, as stated by Grice (1975). This maxim stated that every participant should be relevant in stating his or her utterance. In this case, he flouted this maxim because he did not want to hurt his friend's feelings.

### 2.2.2 Learning Motivation

Uno (2006) states that motivation is an internal or external encouragement within each person to make changes in their behaviour. Whereas, learning is a process that carried out by someone to achieve an overall change in behavior due to the person's own experience when interacting with their environment(Uno, 2003).Uno (2006) mentioned there are several indicators of learning motivation namely: (1) the desire to achieve success, (2) the encouragement and need for learning, (3) the existence of hopes and aspirations, (4) appreciation and respect for oneself, (5) conducive learning environment and (6) interesting learning activities.

## III. RESULT AND DISCUSSION

This part only focuses on discussing the result of the study about the influence of the students' understanding of conversational implicatures in developing the grade 5<sup>th</sup> learners' motivation in RARE English Class. First, the

data were conducted in the process of teaching and learning to find the students' understanding in implicature. In this case, the form of implicature only focuses on the conversational implicature, which has been conveyed by Grice (1975). In addition, this analysis also included the context of the conversation between the teacher and the students. Then, the students are given a questionnaire about the influence of the students' understanding of conversational implicatures in developing the learners' motivation.

The findings can be explained as follows:

**Table 3.1**  
**Generalized Conversational Implicature on Teacher's Utterances to the Students**

Code	Teacher's Utterances	Context
G-1	<i>Apapensilnyamasihbelumtajam juga?</i> <i>"Is the pencil still not sharp?"</i>	The student was busy sharpening his pencil. Although his pencil was already sharp. He ignored the teacher's explanation. Then, his teacher asked him in order to make him focus.
G-2	<i>Ini kelasmenggambar?</i> <i>"Is this a drawing class?"</i>	It took place when the teacher was explaining in front of the classroom. However, one student only focused on the small red balloon he brought. He drew a face on the balloon by using a marker. Then, the teacher rebuked him with a question that applied a generalized conversational implicature.
G-3	<i>Ingat yakalau sudah jadwal les, harus diceklagiapa yang harus dibawa.</i> <i>"Remember okay, if it is the schedule for the course, please check what you should bring."</i>	It happened when the teacher asked all of the students to take an English book from their bag. However, there was a student who did not take out the book from his bag. Therefore, the teacher asked about his book. The student said that he did not bring any books. Therefore, the teacher advised the student.
G-4	<i>Ingat yainikerjaindividu</i> <i>"Remember okay, this is an individual assignment"</i>	The conversation happened when the teacher gave the students a task on their book. However, one of the students wanted to copy his friend's work. Then, he asked his friend to give him the book and let him copy it. When the teacher knew it, she revealed an utterance to prevent the student from cheating
G-5	<i>Ehh.. Itu bunyiapa?</i> <i>"What's that sound?"</i>	It happened when the teacher was explaining the lesson. However, there was a student who accidentally burped in front of his teacher and his friends. Therefore, the teacher was shocked and rebuked that student to make him understand that sounding it in the classroom was not polite.

Levinson (1983: 126) states that generalized conversational implicature is an implicature that occurs without reference to any features of the context. This statement means that generalized conversational implicature is an implicature that does not need any particular context to understand the implicit meaning of the conversation. According to table 3.1, all the students could understand the meaning of the teacher’s utterances. The students realized that the utterances spoken by the teacher were insinuating students not to repeat their actions while the teaching and learning process was conducted. Data G1, G2, and G5 showed implicature utterances in the form of questions. However, data G3 and G4 is an implicature utterance in the form of statements and reminder.

In addition, in the teaching and learning process, the teacher also applied the particularized conversational implicature in several contexts. The finding can be explained as follows:

**Table 3.2**

**Particularized Conversational Implicature on Teacher’s Utterances to the Students**

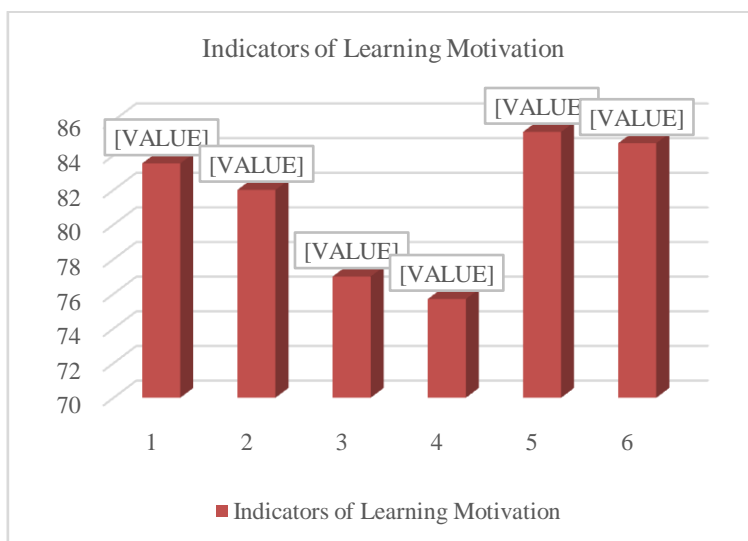
<b>Code</b>	<b>Teacher’s Utterances</b>	<b>Context</b>
P-1	Ini kenapa kayak cacingkepanasansih? “Why do you look like a fish out of water?”	The conversation happened when the teacher and the student discussed the exercises that had been done. Each student was asked to read the questions based on their turn. Then, one of the students who got the turn to read did not really focus on the discussion between the teacher and the student. He seemed confused about the number of questions he had to read. Therefore, the teacher ordered the student to read question number 3. However, the student still did not show his seriousness in reading. While reading the questions, he contorted his body. Thus, teachers reprimand students with an utterance that contains implicatures.
P-2	Ini gak sedang di warung kopi lo “It’s not in the coffee shop, okay?”	The conversation happened during the teaching and learning process in RARE English Class. One of the students did not listen to the teacher’s explanation and lifted one of his legs on the chair. Thus, the teacher reprimanded the student carefully without hurting his feelings.
P-3	Astagakoksepertisapi? “Oh my God, why do you look like a cow?”	The conversation happened when the teacher was entering the classroom. Suddenly, the teacher was welcomed by the presence of a boy who wore earrings on his two ears and under his nose. Therefore, the teacher was surprised to see his attitude. However, to eliminate the impression of his anger towards the student. The teacher then utters an utterance that contains implicatures that indirectly serve to reprimand the student.
P-4	Lah..itukenapamalahan yoga disana?	The conversation takes place when the student was

	“Why do you do yoga there?”	doing the task that the teacher had given. However, one of the student’s books fell to the floor. Then, that student took it by lying down on the floor. This incident was exploited by the student lying down for quite a long time. Therefore, the teacher reprimanded the student.
P-5	<i>Duh...kok kayak tikussih?</i> <i>Why do you look like a mouse?</i>	The conversation took place when the teacher asked students to answer the questions in the students’ book. While reading, one of the students bit his pen. Therefore, the teacher admonished the student not to bite his pen.

Levinson (1983: 126) stated that to understand the particularized conversational implicature, the speaker or the hearer should understand the information about the situation of the conversation. Therefore, it simply means that particularized conversational implicature is an implicature that needs a particular context in a conversation. According to table 3.2, the students could understand the meaning of the teacher’s utterances that used particularized implicature. P-1, P-2, P-3, P-4, and P-5 show some utterances that applied particularized implicature in the form of questions. Those utterances are used to reprimand students in a gentle way so they can focus more on studying. All of those utterances need any particular context to understand the meaning.

On P-1, the word “*cacingkepanasan*” has the same meaning with the idiom “fish out of water”. That idiom means an attitude when a person does not feel relaxed because of an unfamiliar situation. Therefore, P-1 shows that the teacher wanted the student to have a good attitude in learning. P-2 has the special context on the word “*warung kopi*”. In Indonesia, “*warung kopi*” is like a traditional coffee shop that is often interpreted as a place for young and old people to relax and have fun. Because the place is relaxed and informal, it can make coffee drinkers lift one leg while chatting. Thus, the teacher’s statement in P-2 was trying to implicit the meaning that lifting one leg was not allowed because it showed an impolite attitude if it was done in the classroom. The special context of P-3 is on the word “*cow*”. The teacher said the student looked like a cow when he used the earrings. It is because often the cows are pierced by the livestock owner. These cows usually have their ears and nose pierced to make identifying the cow’s identity easier. Therefore, the teacher’s utterance purposed toridicule the student who wore toy earrings in both ears and the bottom of their nose. The teacher wanted to tell the student that he should not wear the fake earrings. The word “*yoga*” on P-4 has a special context. The word “*yoga*” in the teacher’s utterance was just an idiom of his attitude when he took the book. In real life, yoga can be done with prone or supine movements on the floor. Thus, the teacher changed the word prone to yoga so that teachers did not appear harsh towards students. Then, on P-5, the word “*mouse*” was an idiom to describe the act of biting something. It was because mouse is a type of rodent whose teeth grow continuously. Therefore, mice often bite something to overcome the growth of their teeth.

From the analysis above, the grade 5<sup>th</sup> students could understand the meaning of the teacher’s utterances that applied the conversational implicature both generalized and particularized very well. Fortunately, the use of these implicatures is also able to influence the development in students’ learning motivation. This can be seen from the graphic results which show as follows:



Picture 3.1 Percentage of Students' Learning Motivation

Picture 3.1 shows the result of the influence of implicature in developing the students' learning motivation. According to Uno (2006), there are six indicators of learning motivation. Indicator 1 is the desire to achieve success. The percentage of this indicator is 83,53%. It means the category of this indicator is very good. Then, the indicator 2 is the encouragement and need for learning. It shows that the result of this indicator is 82%. It also means that the students' encouragement and need for learning is very good. The third indicator is the existence of hopes and aspirations. Picture 3.1 shows that the percentage of this indicator is 77% which means the existence of hopes and aspirations of the students is good. The indicator 4 is appreciation and respect for oneself. The result shows the category of this indicator is good since the percentage is 75,7%. The result of indicator 4 is also categorized as the lowest of the other indicators. Then, the next indicator is a conducive learning environment. The result of this indicator is the highest of all indicators. It is 85,35% which means it is very good. The last indicator is interesting learning activities. The result is 84,7% which means it is very good.

According to the result of the questionnaire analysis, the average number for the six indicators of the students' learning motivation is 81,38%. It means that the students' learning motivation in RARE English Class is very good. Therefore, the use of implicature by the teacher could influence the development of the students' learning motivation.

#### IV. CONCLUSION

According to the result of the data analysis, it can be concluded that the understanding of grade 5th students in RARE English Class about conversational implicatures, influenced the development of students' learning motivation. It can be proven from the results of the questionnaire that the motivation of the students is very good. In addition, the use of implicature in the teaching and learning process is helpful to reprimand the students with a good attitude without any harsh words.



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