

**AN ANALYSIS OF CONVERSATIONAL IMPLICATURES OF  
THE MAIN CHARACTERS IN INTO THE WOODS MOVIE**

**A Thesis**

Submitted as a Partial Fulfillment of  
The Requirements for S-1 Degree

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## ABSTRACT

### AN ANALYSIS OF CONVERSATIONAL IMPLICATURE OF THE MAIN CHARACTERS IN INTO THE WOODS MOVIE

By:  
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Based on Maerselli Sumarno, film is a form of communication for delivering messages through visual and audio elements to convey entertainment, social, educational, and commercial information that is able to describe existing reality with imagination images that can provide entertainment, contemplation, and reflection to the audience or the public who witness it. The subject of this research was film of *Into the Woods Movie*. Based on William James Lecture, conversational implicature is something which is implied in conversation, that is, something which is left implicit in actual language use.

Descriptive qualitative research was used as a type of research to discover and focus on the conversational meaning in the movie *Into the Woods*. There are some steps to analyze the data: identify data, classify data, analysis, describing and explaining data, and concluding the data. To focus on the research, the researcher limits the data into 23 data which contains types of conversational implicature and violence of maxim.

The results of this study indicate that there are 9 types of conversational implicatures in *Into the Woods Movie*. Then, 4 data on generalized conversational implicature and 5 data on particularized conversational implicature. Then, based on the maxim violation, there are four types of the maxims, they are maxim of quality, maxim of quantity, maxim of relation and maxim of manner. There are 14 data including maxim violations. There are 6 data included maxim of quality, 1 data included maxim of quantity, 3 data included maxim of relation, then 4 data included maxim of manner. Furthermore, the researcher found that this film is also can give imagination and learning language not only English but also about implied meaning in communication.

**Key words:** *Conversational implicature, linguistics, Into the Woods movie.*



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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

***“surely, Allah changes not the condition of people until they change that which is in their hearts.”***

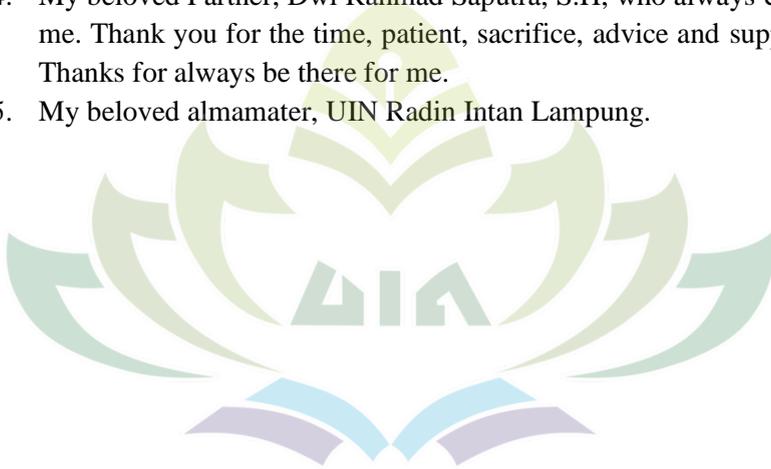
**(Q.S Ar.Ra'd : 11)**



## DEDICATION

With gratitude and loves, this thesis is dedicated to everyone who loves and cares me a lot. The researcher would like to dedicate this thesis to:

1. Allah Subhanahu Wata'ala. Thanks for giving me strength each day of my life.
2. My beloved Parents, Mr. Efendi Kotto and Mrs. Ermiyati. Thanks for your patient, sacrifice, love and support endlessly, pray for my success, and advice you have put me through all of my life.
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5. My beloved almamater, UIN Radin Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is Futria Ulfa. She is called by Futria. She was born on February 13, 1998, in Krui, Lampung Barat. She is the second daughter of Mr. Efendi Kotto and Mrs. Ermiyati. She has 1 sister, Delva Ayu Cantika and Has 1 brother, his name Wahyuzi Andriyansyah.

She accomplished her formal education at kindergarten TK Aisiyah, Kaianda, Lampung Selata finished in 2004. Then she entered Elementary School at SDN 2 Kalianda, Lampung Selatan finished in 2010. Then she continued her Junior High School at SMPN 1 Kalianda, Lampung Selatan and finished in 2013. After that, she continued her Senior High School at SMAN 1 Kalianda, Lampung Selatan and finished in 2016. After she completed her study at Senior High School, she continued her study at Raden Intan State Islamic University Lampung and took an English Education as her major.

In Mid-2020, she joined 40-day KKN-DR (obligatory (rural) social action intership for advance university students) in Kalianda, South Lampung. South Lampung as the Covid-19 volunteer to helped local residents, and educated then about how to keep theirself safe from Covid-19 and to stop the transmission of Covid-19. Then, at the end of 2020 she also joined PPL (Field Practice) at SMPN 18 Bandar Lampung.

Bandar Lampung, July 2022  
The Researcher



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This thesis entitled "ANALYSIS OF CONVERSATIONAL IMPLICATURES OF THE MAIN CHARACTERS IN *INTO THE WOODS* MOVIE" is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfil students' partial fulfilment of the requirement to obtain S1-degree.

This thesis could not be done well except with others' support and guidance. Therefore, the researcher would like to give much thanks to the following people for their ideas, time, support, and guidance for this thesis:

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Finally, none or nothing is perfect and neither in this thesis. Any correction and suggestion for this thesis are always open heartedly welcome.

Bandar Lampung, July            2022  
The Researcher



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# CHAPTER 1

## INTRODUCTION

### A. Affirmation of The Title

This thesis entitled ANALYSIS OF CONVERSATIONAL IMPLICATURES OF THE MAIN CHARACTERS IN *INTO THE WOODS* MOVIE as an initial framework to make it easier to understand this thesis and avoid confusion for the reader, it is necessary to describe and limit the sentences in this writing in the hope of obtaining a clear picture. Clear on the meaning of the titles of some of the terms used.

1. Analysis of conversational implicatures is indirect of implicit speech act.
2. The main characters are the character who the story is mostly about or the point of view of the story.
3. *Into the woods* is a 2014 American musical fantasy drama film directed by Rob Marshall and produced by Rob Marshall, Jhon DeLuca, Marc Platt, and Callum McDougall.

Based on the description above, it can be clarified again that what is meant in the discussion of this thesis is a scientific study of language in communication where it should be conveyed as clearly as possible so that the message can be understood and interpreted by each other. Communicating can success if the hearer can understand the speech of the speaker. The researcher is interested in investigating the conversational implicature in *Into the Woods* Movie because there is an interesting thing in implied where the implicature is not a matter of a sentence's meaning instead of a statement's meaning. The dialogue of *Into the Woods* Movie has a statement that includes in implicature especially statement of conversational implicature.

## B. Background of The Problem

Language is used for a variety of functions in everyday life. As a result, everyone will have some difficulties when communicating with others. The implied meaning is one of the examples, which may be discovered in communication. The spoken language is primary; the written language is secondary and derivative. Some communities believe the same was true throughout the species' history. Some communities have both speech and writing, but the researcher is aware of a human community that has both a written and spoken language. Gestures and facial expressions are also important in linguistic communication, and the researcher understands that communicating on the phone is far less satisfying than face-to-face contact. It is also true that a remarkable sign language has been developed for use by the deaf. But the fact remains that speech is the primary form of language.<sup>1</sup>

According to Yule "Pragmatics is the study of the relationship between linguistic forms and the users of those forms". Only pragmatic allows people into the analysis in this three-part differentiation. The benefit of studying language using pragmatics is that it enables people to discuss people's intended meanings, assumptions, intentions or aims, and the types of activities (such as requests) that individuals execute when they speak."<sup>2</sup> Grace implies that implicature is related to the semantic meaning of what is said rather than its linguistic form, and therefore implicature cannot be removed from a statement simply by changing substitutes for the statement's terms.<sup>3</sup>

In linguistics, implicit meaning is a part of the assessment, concerned with the study of pragmatics. The study of the statement's implicit meaning is referred to as implicature. In

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<sup>1</sup> Barber, Charles. *The English Language*. United Kingdom: Cambridge University Press. 1993

<sup>2</sup> Yule, George and Widdowson, H.G. *Pragmatic*. New York: Oxford University Press. 1996

<sup>3</sup> Levinson, Stephen C. *Pragmatics*. United Kingdom: Cambridge University Press. 1983

communication, language played a significant function. Depending on which theory is used, people's perceptions of language vary significantly. Language can be defined as a system of signs that is flexible and conversational. Regarding the characteristics of the system, language is systematic. Languages are systemic because language is a system or subsystem. Common language functions are a means of social communication. Every community is certain to have and use social communication tools. There is no society without language, and there is no language without society.

The role of language is very important in communication. People's understanding of language is very diverse, depending on what theory is used. Common language functions are a means of social communication. Every community is certain to have and use these social communication tools. There is no society without language, and there is no language without society.<sup>4</sup> Language with nuances of humor, or language games (words) become a trend in the development of Indonesian today. Language games equipped with cartoons can provide other nuances and tend to provide certain content, sharp criticism, and are easy to understand. Without having to directly discuss the object of the problem, then the message that can be conveyed easily can be understood. Talking words that are given pictures sometimes seem funny, smart, and even entertaining, and able to give a certain impression of the object.<sup>5</sup>

The researcher used the conversation from the movie because the researcher finds some problems with the implicit meaning in statements that are used by the characters. This movie tells about the baker and his wife, they are a couple who have always hoped for a child. One day a witch comes and curses them for never having children forever. The witch explains that he cursed the baker and his wife because the baker's father had stolen his

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<sup>4</sup> Soeparno. *Dasar Dasar Linguistik Umum*. Yogyakarta: Tiara Wacana Yogya. 2002

<sup>5</sup> Wijana, I. D. Putu. *Linguistic, Sociolinguistic, Pragmatic*. Yogyakarta: Universitas Gajah Mada. 2004

wonder nuts and there could only be children if they got the four ingredients the witch needed. The four objects are a white cow with milk-white fur, a hood as blood red, hair as yellow as corn, and beautiful shoes as pure gold. The baker and his wife must fulfill the wishes of the witch three days before midnight. The characters use many implicit statements which can be analyzed by using Conversational Implicature.

Here is an example of conversational implicature from the movie:

**Baker:** Are you on your way to market young man?

**Jack:** Yes Sir!

**Baker:** How much do you want for your animal?

**Jack:** I'm to take no less than five pounds sir.

**Baker:** Five pounds! (To wife) Where am I to get such money!

**Baker's Wife:** Beans! We can't part from our beans! (This statement takes from the *Into the Woods* Movie)

The conversation above occurred when Baker and his wife saw one of the conditions of the magician so that he could have children. Namely, a milky white cow belonging to a boy named Jack. It just so happened that according to what the baker and his wife had hoped for, the cow was about to be sold by Jack, on the condition that they had to pay 5 pounds. Baker said "Five pounds! Where am I get such money?", He said that because he didn't have that much money. Then his wife replied "Beans! We can't part of our beans" after hearing the baker's wife's response to the baker's statement, the baker assumes that the baker's wife violet maxim quantity. This statement can also be interpreted that they can buy the cow using the beans they have. As the baker's wife said "beans, we can't part from our beans!" is analyzed with Grice's theory of 4 conversational implicature. The implicature of the

baker's wife is she believes can buy the cow with beans because the beans have magical powers.

Therefore, the statement of the characters in *Into the Woods* Movie is analyzed by using conversational implicature. The researcher analyzed the implicit meaning in the scene the character's statement in *Into the Woods* Movie. The researcher hoped that it can help show the hearer to understand the reason why the implicit meaning is used protectively. To understand the speaker meaning the hearers used it to make a good response to the speaker. In the research, the researcher is going to research types of conversational implicature based on Grice's theory. The researcher chooses this movie as the data because the movie is one of the movies famous in the world, and in addition, it tells about some words that are implied by the speaker in the daily conversation between close people. It is necessary to study how the implicature is working, to what implied meaning is found in the statement in the movie.

### **C. Focus and Sub-Focuses of the Research**

In the research, the researcher analyzed conversational implicatures which are taken from *Into the Woods* movie directed by Rob Marshall. The researcher only explores the dialogues containing implicature, in the research and focused on analyzing types of conversational implicature in the conversation with the main character (Baker, baker's wife, and witch) in *Into the Woods* Movie.

### **D. Formulation of the problem**

Based on the background of the problem above, the research aims to find the answer to the following questions:

1. What are the types of conversational implicature in *Into the Woods* Movie?

2. What are the maxim violations of conversational implicature in *Into the Woods* Movie?

### **E. Objectives of the Research**

The researcher hoped the problem above can be accomplished by these objectives

1. To analyze the types of conversational implicature in *Into the Woods* Movie
2. To identify the maxim violations of conversational implicature in *Into the Woods* Movie

### **F. Benefits of The Research**

1. Theoretically
  - a. The research is expected to be beneficial to the world of literature and can contribute to the development of language in conversation implicature.
  - b. The result of the research can be used as an analysis research enrichment of conversational implicature in literature.
  - c. The conversational implicature that is being described can be useful for the readers to learn from the movie and apply it in daily life.
2. Practically
  - a. The Students:
    1. To give one learning reference, especially in literature in the term conversational implicature that can find in the movie.
    2. To train student's ability to refute opinions without causing conflict in discussion forum politely and to be able to respect the interlocutor who conveyed arguments on the topic of discussion. One way to

keep up good manners in speaking is to use conversational implicature.

b. The Teachers:

1. To be additional information and instrument for teaching literature.
2. To communication interactions between teacher and student will be humane and natural so that the atmosphere in communication becomes lively and dynamic.
3. To communicate interactions between teacher's and student's must be polite in speaking. Politeness in speaking can be realized in conversational implicature.
4. To soften the speech so that students are not offended and to give indirect orders.

c. Other Researchers:

1. Can be an inspiration and secondary data to the researcher who is interested in conducting a study about conversational implicature in the movie.
2. Can be a forum for the researcher to apply the knowledge that has been obtained during the lecture period as well as enrich their knowledge of linguistics.

## G. Relevance Research

The research used five research papers that correlate with the conversational implicature to develop her thesis. First, Zahrul Fauzi Makin, the student of State Islamic University Sunan Kalijaga Yogyakarta. He writes the paper entitled "The Analysis of Conversational Implicature and Its Violation Maxim in the Movie Grownups 2 2013" he uses Grice's theory, and he used the qualitative method. The data are explained by showing the context of the situation, the implicature of statements, and the maxim. He

finds three points as the result. First, he finds 12 data of generalized and 13 particularized. Second, he finds the most violation maxim is a maxim of quantity. The last, the implied meaning of conversational implicature types are to imply the opposite, previous event, other of similar kinds, contradiction with actual condition, and general knowledge inferences.<sup>6</sup>

Second, Muhammad Vikry, the student of State Islamic University Syarif Hidayatullah Jakarta. He researched the paper entitled “An Analysis of Conversational Implicature in Iron Man 3” he used Grice’s theory for analyzing the conversational implicature found in the dialogue of the characters in the movie. He used the descriptive qualitative method to describe and identify the conversational implicature without using any statistical procedure in the analysis. The data are collected by watching the movie and by talking notes dialogues that estimate as implicature in data cards. Then the selected data are analyzed one by one using relevant theories about the research. He finds conversational implicature rising because of the statements of the characters non-observance maxims, and he also finds generalized conversational implicature and particularized conversational implicature.<sup>7</sup>

The third paper is “The Implicature in Romantic Scenes of Yes Man Movie as seen in Carl’s and Allison’s Dialogues”. It is written by Rawuh Yuda Yuwana, the student of State Islamic University Sunan Kalijaga Yogyakarta. He used Grice’s theory. He analyzed the types of implicature used in a romantic situation in Yes Man movie. He explains the data by showing the semantic meaning. The maxims, the context, and the implicature of statements. He concluded with two points for his analysis. First, implicature that can make a romantic situation is formulated by

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Islam

<sup>6</sup> Fauzi, Zahrul Makin. “The Analysis of Conversational Implicature and Its Violation Maxim in the Movie Grownups 2 2013”. Yogyakarta: Universitas

Sunan Kalijaga. 2015.

<sup>7</sup> Vikry, Muhammad. “An Analysis of Conversational Implicature in Iron Man 3”. Jakarta:

Universitas Syarif Hidayatullah. 2014

following all maxims or breaching some maxims. Second, the implicature has benefits in a romantic situation. It can be used to show respect, exception, surprise, and emphasize feelings to others. The implicature also can be used to test the feeling of the targets.<sup>8</sup>

The fourth paper is An Analysis of “Conversational Implicature Found in Movie Abraham Lincoln: Vampire Hunter”. It is written by Tuy Eni Wijayanti, she is a student in the English Education Department of Teacher Training and Education Faculty of Muria Kudus University. She analyzed the statements of the three main characters and the type of conversational implicatures that are produced by the three main characters of that movie. She used Grice’s theory of conversational implicature as the basis of the analysis of the study. She used qualitative research in which the data of the study are taken from the movie. She has some results of her research. The majority, she finds more frequently generalized conversational implicature and particularized conversational implicature. She finds more frequently generalized conversational implicature than particularized conversational implicature.<sup>9</sup>

The last is The “Conversational Implicature that is used by Three Main Characters in Hotel Transylvania Movie”. It is written by Asrorul Nur Muvida, the student of State Islamic Sunan Kalijaga Yogyakarta. She used Grice’s theory in research. Data are explained by showing the context of the situation, the types of conversational implicature, the maxim that can be considered, and the implicature of the statement. She finds two points as the result, they are three main characters who use both generalized and particularized but they use generalized implicature more frequently than particularized implicature. She also finds out

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<sup>8</sup> Yuwana, Rawuh Yuda. 2014. “The Implicature in Romantic Scenes of Yes Man Movie as seen in Carl’s and Allison’s Dialogues”. Yogyakarta: Universitas Islam Sunan Kalijaga.

<sup>9</sup> Wijayanti, Tuy Eni. “Conversational Implicature Found in Movie Abraham Lincoln: Vampire Hunter”. Jawa Tengah: Universitas Muria Kudus. 2013

about how the hearer responds generalized conversational implicature statements.<sup>10</sup>

Based on the five types of research above, the research has different points and similar points. The same point of the five types of research is similar in the theory. The research used the implicature theory by Grice. The research entitled *Conversational Implicature in Into the Woods Movie* has differences from other research. Furthermore, the research has two differences from the five papers above.

First, the difference in movie genre is musically movie. It is a different point because the movie genre of the first “Grownups 2 2013” is a comedy, the genre of the second paper “Iron Man 3” is action, the genre of the third paper “Yes Man” is a romantic comedy, the genre of fourth paper “Abraham Lincoln: Vampire Hunter” is horror and the genre of the last paper “Hotel Transylvania Movie” is fantasy.

The Second is a different target analysis. This analysis focused on each conversation with the characters. Then, the research has some research questions to get the result of implicature that it was also different with them. Among them, the first is the types of conversational implicature, the second is the function of each conversational implicature, and the last is maxim violation in the conversation.

## H. METHOD OF REASERCH

Based on the formulation of the problem, the researcher used the descriptive qualitative method in the research. It is appropriate for the aim of the research qualitative research procedure which results in a descriptive method. The data is collected in the form of the words as a descriptive explanation than a number. The

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<sup>10</sup> Muvida, Asrorul Nur. “Conversational Implicature that is used by Three Main Characters in *Hotel Transylvania Movie*”. Yogyakarta: Universitas Islam Sunan Kalijaga. 2015

descriptive method is done by describing the fact and then following with further analysis. According to Ary “The research is analyzed as descriptive, it is described by words of figures if necessary, and it does not describe the numerical analysis.”<sup>11</sup> This study was carried out by formulating the problem, collecting the data, classifying, and explaining the result. Nazir states “Descriptive method is a method in examining the status of human groups, an object, a collection, a system of thought, a category of events in the present.”<sup>12</sup>

Denzin and Lincoln explain that qualitative research is research that used natural settings, intending to interpret phenomena that occur and are carried out by involving various methods in the form of interviews, observations, and utilization of documents.<sup>13</sup> The data collected in this method is in the form of words, and not numbers

Based on the statement, Qualitative research used documents, pictures, and observations to describe to analyze. Qualitative research focused on natural objects and meaning to people brings them and takes its data forms certain sources. The qualitative research method involved all aspects of human life variety of phenomena or cases which occurred in human experience. The data in qualitative research can express by words, phrases, clauses, sentences, and pictures. Based on Sugiono’s book states:

According to Sugiyono “Qualitative research methods are research used to investigate, discover, describe, and explain the quality or idiosyncrasy of social influence that cannot be explained, measured or illustrated through a quantitative approach.”<sup>14</sup> Based on the statement, Qualitative research method

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<sup>11</sup> Donal, Ary. *Introduce To Research In Education*. USA: Wadsworth Group A Division Of Thompspon Learning. 2002

<sup>12</sup> Nazir, Moh. *Metode Penelitian*. Bogor: Ghalia Indonesia. 2002

<sup>13</sup> Moleong, L.J. *Metodelogi Penelitian Kualitatif Edisi Revisi*. Bandung: PT Remaja Rosdakarya. 2011

<sup>14</sup> Sugiono. *Metode Penelitian Kualitatif Kuantitaif dan R & D*. Bandung: Alfabeta. 2009

is a descriptive research method, used analysis, refers to data, used existing theories as supporting material, and produces a theory.

According to Creswell qualitative is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.<sup>15</sup> The research builds a complex, holistic picture, analyzed words, reports detailed views of information, and conducts the study in a natural setting. Qualitative research is a type of research that explored and understands the meaning of several individuals or groups of people who stem from a problem social. Qualitative research in general can be used for research about people's life, history, behavior, concepts or phenomena, social problems, and others. Based on the statement, Qualitative research is a type of social science research that collected and works with non-numerical data and which seeks to interpret the meaning of this data so that it can help us understand social life through the study of targeted populations or placed.

### 1. Data and Data Source

According to Hornby data is information of fact. In research, the data are very essential in finding and solving the problem. It is very necessary for the researcher because the data is the basic element needed in research.<sup>16</sup> In the research, the researcher takes the data from the *Into the Woods* Movie and from the script that the researcher takes from the internet in transcripts.fandom.com. The film is an American musical fantasy drama directed by Rob Marshall and produced by Rob Marshall, Jhon DeLuca, Marc Platt, and Callum McDoughall. The film *Into the Woods* Movie was inspired by the Brothers Grimm from his fairy tale books “*Little Red Riding Hood*”, *Cinderella*“, *Jack and the Beanstalk*”,

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<sup>15</sup> Creswell, John W. *Research Design: Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Edisi keempat (Cetakan Kesatu). Yogyakarta: Pustaka Belajar. 2016

<sup>16</sup> Hornby, A. S. *Oxford Advanced Learner's Dictionary*. Oxford: University Press. 2005

and *“Rapunzel”*. The film premiered at the Ziegfeld Theater on December 8, 2014, and was released in the United States on December 25, 2014. This movie has a duration of 2 hours. In this research, the researcher takes the data from the script and observes the conversation with the main characters which contains implicit meaning.

The film received three Academy Award nominations, including a Best Supporting Actress nomination for Streep, and three Golden Globe Award nominations, including Best Motion Picture-Musical or Comedy.

## **2. Research Instrument**

Data collection is the most important aspect of any study. A closed questionnaire or test is commonly used in quantitative research to obtain data. The information gathered is quantitative. The data is then statistically examined. Data is obtained in qualitative research by observation, in-depth interviews, documentation, or a mix of these methods (triangulation). Data gathering takes days, if not months, to obtain a large amount of data. The researcher begins by doing a general exploration of the social situation/object being examined, recording everything that is seen and heard. As a result, researchers will have access to a big and diverse set of data. Qualitative researchers, as human instruments, are responsible for determining the research's topic, selecting informants as data sources, collecting data, evaluating data quality, analyzing data, interpreting data, and drawing conclusions based on their findings.

In terms of qualitative research instruments, Lincoln and Guba state that:

"The instrument of choice in naturalistic inquiry is the human. We will see that other forms of instrumentation may be used in later stages of inquiry, but humans are the initial and ongoing mainstay. But if human instruments have been widely used in the early stages of an investigation, so instruments can be

constructed based on the data that human instruments have produced"

Furthermore, Nasution states:

"In qualitative research, there is no other choice than to make humans the main research instrument. The reason is that everything does not yet have a definite form. Problems, research focused, research procedures, hypotheses used, and even results. It is hoped that all of this cannot be determined with certainty and clarity in advance. Everything still needs to be developed throughout the research.

In this situation that is completely uncertain and unclear, there is no other choice and only the researcher herself as the only tool that can achieve it". Based on the two statements, it can be understood that in qualitative research at the beginning where the problem was not clear and certain, the instrument was the researcher herself. But after the problem to be studied is clear, an instrument can be developed.<sup>17</sup>

### 3. Technique of Collecting Data

The technique is an activity to find data needed to achieve social research objectives. The researcher used the documentation technique. Data collection has a very vital role in research like Siswanto said:

"Data collection activities are an important part of the research process."<sup>18</sup> Sugiono stated that "The document is a record of events that have passed and the document is every written material, film or record that has been prepared because of a request from an investigator."<sup>19</sup> Documentation is a method used to provide documents by using accurate evidence from recording

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<sup>17</sup> Sugiyono. *Metode Penelitian Kualitatif*, Bandung. 2018

<sup>18</sup> Siswanto. *Metode Penelitian Sastra*. Yogyakarta: Pustaka Belajar. 2010

<sup>19</sup> Sugiyono. *Metode Penelitian Kombinasi (Mic Method)*. Bandung: Alfabeta.

specific sources of information from essays/writings, testaments, books, laws, and so on.

Documentation according to Sugiyono is a method used to obtain data and information in the form of books, archives, documents, and numbers, and write images in the form of reports and information that can support research. Documentation is used to collect data and then be reviewed. Documentation is a systematic activity or process of collecting, searching, investigating, using, and providing documents to obtain information, informing knowledge and evidence, and distributing it to users. That researcher matched the dialogue with the film script, after that the researcher takes the data based on the dialogue in a movie.

There are some ways of collecting the data to complete the research:

1. The researcher downloaded the movie and script *Into the Woods* Movie on Google. The researcher chooses a website that provides free movies with good quality pictures and sound which can support the accurateness of data. The researcher downloads the film from [cinema21.com](http://cinema21.com) and the script from [transcripts.fandom.com](http://transcripts.fandom.com).
2. The researcher watched *Into the Woods* Movie to check the acuteness of English transcription with the motion picture.
3. The researcher continued to select data from the result of watching *Into the Woods* Movie.
4. The researcher classified data in the forms of conversational implicature.
5. The researcher gave the conclusion about conversational implicature in *Into the Woods* Movie.

#### 4. Data Analysis

In terms of qualitative data analysis, Bogdan stated that "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others"

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood, and the findings can be informed to others.

Susan Stainback, suggests that "Data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concepts in your data that hypotheses and assertions can be developed and evaluated" Data analysis is critical in the qualitative research process. The analysis is used to understand the relationships and concepts in data so that hypotheses can be developed and evaluated. Spradley states that "Analysis of any kind involved a way of thinking". It refers to the systematic examination of something to determine its parts, the relation among parts, and the relationship to the whole.

Based on the foregoing, it can be stated here that, data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, describing them into units, synthesize, arrange into patterns, choose which ones are important and what will be studied, and make conclusions so that they are easily understood by themselves and others.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. If the interviewee's answers after being analyzed feel unsatisfactory, the researcher will continued the question again, until a certain stage, obtaining data that is considered credible. Miles and Huberman, suggest that activities in qualitative data analysis are carried out

interactively and take place continuously until complete so that the data is saturated.

There are several ways that are needed in data analysis activity:

1. The researcher identified the classified data
2. The researcher analyzed the data
3. The researcher concluded kind of maxim based on conversational implicature
4. After analyzed the data, researcher display the result in descriptive form based on each category.
5. The researcher drawn conclusion from the analysis which aim to clarify the research.

## **5. Trustworthiness of The Data**

According to Pilot&Beck trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study.

Leung explained although most experts agree trustworthiness is necessary, debated have been waged in the literature as to what constitutes trustworthiness. Each of these

Amankwaa adds in each study, the researcher should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. Each of these criteria and the typically used procedures will be outlined. Not all procedures are used in each study based on Lincoln and Guba. The Trustworthiness of the data in this study used triangulation techniques. In qualitative analysis, triangulation is the most popular method of increasing validity. Denzin in Moleong distinguished four kinds of triangulation as a technique for examining the validity of data that utilized sources, methods, investigators, and theories.

1. Source triangulation

Source triangulation is triangulation that directed researchers to collect data from a variety of available sources because the data A kind of truth will be more solid if Extracted from different sources.

2. Method triangulation

Method triangulation is triangulation that can be achieved by digging data similar to the different methods. According to Patton, there are two types of strategy triangulation methods, namely: checking the degree of confidence in the findings research through several techniques checking the degree of confidence of several data sources with the same method.

3. investigator triangulation

Investigator triangulation is the used of more than one investigator, interviewer, observer, researcher or data analyst in research. The ability to confirm findings across investigators without prior discussion between them can significantly enhance the credibility of the findings.

4. Theoretical triangulation

Theoretical triangulation is triangulation that can be pursued through the use of several theories that are Relevant when in the process of analyzed research data. Patton calls it with rival explanations.<sup>20</sup> Therefore, in doing this type of triangulation, the researcher must understand the theories used and their relationship with the problem under study so the researcher will be able to produce good conclusions.

This research used investigator triangulation. To enrich deeper information from the research subject, the researcher needed another researcher who has been experienced in this field. The researcher used triangulation to validate the information and to reduce the refraction in this research.

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<sup>20</sup> Farida Nugrahani, Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa. Surakarta. 2014

## I. Systematics Discussion

In here the researcher divided this thesis organization into five chapters, they are

**Chapter 1:** This chapter is an introduction which consists of title affirmation, background and limitation of the problem, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research methodology and systematic discussion.

**Chapter II:** This chapter presents theories from the experts to support this research study which consist of theory about conversational implicature, types of conversational implicature, and cooperative principles.

**Chapter III:** This chapter consists of general description of the object in the research which in this case is "*Into the Woods Movie*" and there is data and fact presentation of the research to show how the result of data analysis will be presented.

**Chapter IV:** Data analysis and discussion, this chapter consist of data finding and discussion.

**Chapter V:** Conclusion and suggestion, this chapter consist of conclusion and recommendation.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Linguistics

##### 1. Definition of Linguistics

The word linguistics comes from the Latin *lingua* which means language. From here then the term linguistics in various languages was formed. In English, linguistics is called linguistics which means the study of language. The linguistic word in the word is equivalent to the words *Linguistique* (French), and *linguistique* (Dutch). From the etymological understanding above, it can be said that what is meant by linguistics is the science of language. This is in line with the understanding of linguistics according to the Big Indonesian Online Dictionary, namely linguistics or scientific studies of language. Often linguistics is also referred to as general linguistics or general linguistics which means the science that not only studies language but also language systems in general

According to Muliastuti Linguistics is the scientific study of language. Someone who engaged in this study is called a linguist. Linguistics can be theoretical or applied. Linguistics is the science of language in general or not tied to one language only.<sup>21</sup> Therefore, sometimes this science is also called general linguistics (general linguistics). However, according to Chaer based on the breadth of the object of study, linguistics can be divided into general linguistics and special linguistics. Predictably, special linguistics means focusing its study on one language only.

AS. Hornby, E.V. Gatenby, H. Wakefield reveals that linguistics as an adjective is the study of language, while as a noun it means the science of methods in studying and

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<sup>21</sup> Dr. Jufrizal, M.Hum. Language and Linguistics

researching language. Still of the same opinion, Kridalaksana states that the meaning of linguistics is the science of language or a method of learning the language. So it can be said that linguistics is a science that studied or researched language.

As stated by Sinha that "linguistics: a scientific study of language". In other words, linguistics is the scientific study of language. While Lyons said "Linguistics may be defined as the scientific study of language." It can be concluded that linguistics can be defined as the scientific study of language. Then Fromkin states that "The scientific study of human language is called linguistics," namely the science that studied human language is called linguistics.

Crystal in his book entitled *The Cambridge Encyclopedia of Language* divided linguistics into six parts, namely:

1. Morphology: the branch of grammar studied the structure of words.
2. Phonetics: the physical facts of pronunciation, as defined by the processes of articulation, acoustic transmission, and audition.
3. Phonology: the way different languages organize sounds to convey differenced in meaning.
4. Syntax: how words are arranged to show the relationship of meaning within (and sometimes between) sentences.
5. Semantics: the study of meaning in language.
6. Pragmatics: studied the factors that govern our choice of language in social interaction and the effects of our choice on others.

General linguistics compares languages to show the relatedness of such languages in a way

similar to comparative method. Applied linguistics, on the other hand, is based on the application of linguistic theories in some fields to solve problems like teaching, practical contrastive linguistics, forensic linguistics, stylistics, discourse analysis, psycholinguistics, sociolinguistics, etc. Based on the given definitions, the researcher can conclude that linguistics is the study of language from a scientific perspective. It entails language structure, meaning, and context. It primarily investigates how language is generated, how it functions, and how people interact with it.

## **2. Theoretical Linguistics and Applied Linguistics**

Theoretical linguistics has made a big leap to go from static semantic accounts of the word and sentence meaning supplemented by pragmatic explanations of speaker and utterance meaning to dynamic accounts of meaning as developing in discourse. But things are still pretty much focused on the effects of a single utterance in developing an exchange of utterances, a discourse in the sense of a sequence of utterances. In assessing meaning discourse analytic work among formal semanticists does not look at statistical patterning across utterances. Of course, pragmatic theorists in assessing what a speaker means by a particular utterance do consider what the speaker and others might say in an analogous situation to assess the significance of the utterance at hand. But in those cases, the interest is in ascribing meaning to a single speaker's utterance.

The Linguistic theory aimed to explain the nature of human language in terms of basic principles. Linguists study the structure of natural language to better understand these principles. Theoretical linguistics focused on the development of general linguistic knowledge (eg, what is the language level of any language), especially specific models (eg, how phonemes are organized in a particular language). It is a field of linguistics that I guessed.

Linguistic theory linguistics focused on the discovery and description of generality in specific languages and all languages, while applied linguistics applied the results of these discoveries to other fields. Crystal defined applied linguistics as the use of linguistic theories, methods, and findings in elucidating and solving problems to do with language which have arisen in other areas of experience<sup>22</sup>. Aitchison is also defined as the application of linguistics to language teaching. Similarly, when it is first introduced, applied linguistics is the application of linguistic knowledge to some object. It is not a theoretical study. It makes use of the findings of theoretical studies.<sup>23</sup> Corder adds while applied linguistics and language teaching may be closely associated, they are not the same activity. It is described as the theoretical and empirical investigation of real-world problems in which language is a central issue.<sup>24</sup>

Applied linguistics often refers to the use of linguistics in language teaching, but the results of linguistic research are used in many other fields as well. Today, many areas of applied linguistics are directly related to the use of computers. Application of computational linguistics in machine translation, computer-assisted translation, and natural language processing are extremely fruitful areas of applied linguistics that have come to the forefront in recent years with increasing computer power. Their influence has had a great effect on theories of syntax and semantics, as modeling syntactic and semantic theories on computers constraints the theories to computable operations and provides a more rigorous mathematical basis.

Today, the term applied linguistics is used mostly to refer to “second language acquisition”. Top applied linguistics programs are usually the ones that have a good emphasis on

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<sup>22</sup> Crystal David. *An Encyclopedic Dictionary of Language and Linguistics*. New York: Blackwell 1992

<sup>23</sup> Aitchison Jean. *Linguistics*. Basrah: Dar Al-Ma’arif. 2003

<sup>24</sup> Corder, S.Pit. *Introducing Applied Linguistics*. Penguin 1073

second language acquisition either from a linguistic or cognitive point of view.<sup>25</sup>

Based on the given definitions, the researcher can concluded that applied linguistics is an interdisciplinary field that seeks to identify, study, and solve language-related real-world problems. Education, psychology, communication research, anthropology, and sociology are some of the academic subjects linked to applied linguistics. The study of the structure of English in all of its expressions is the subject of theoretical linguistics (phonetics, phonology, morphology, syntax, and grammar at large).

### 3. Figures of Linguistics

Modern linguistics emerged in the late nineteenth and early twentieth centuries with the shift of focus from historical concerns of changed in language over time to the idea that a language can be viewed as a self-contained and structured system situated at a particular point in time. This forms the basis for structuralist linguistics that development in the post-First World War period. The Swiss linguist Ferdinand de Saussure is widely acknowledged as the key figure in this refocusing of interest, and as the founding father of modern linguistics. Saussure began his career in the Indo-European historical-comparative tradition, within which he made a seminal contribution. Saussure published little himself, but his students in Geneva reconstructed his ideas from their lecture notes and published them posthumously as *Course de Linguistique general* (Course in general linguistics). His work has proved a rich field for subsequent investigators and has inspired numerous interpretations and reinterpretations. His influence extended beyond linguistics, into neighboring

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<sup>25</sup> Alonso, S., Perez, I. J., Cabrerizo, F. J., & Herrera Viedma, E. A Linguistic Consensus Model Web 2.0 Communities. *Applied Soft Computing*. Hal 149-157. 2013

disciplines including anthropology and semiotics (the field of study that investigates signs and sign systems generally).

The word —linguistics| was firstly used in England in 1837. Linguistics scholars like Henry Sweet and Otto Jespersen have tried to infuse the findings of linguistics into language teaching for nearly a hundred years. The modern study of language has its root in antiquity. The kind of grammar commonly taught in schools before the coming of modern linguistics is called traditional grammar. A major weakness of this grammar is that it is inconsistent in the criteria used for defining the part of speech. Another characteristic of traditional grammar is that it is normative or prescriptive. That is, it tells us how the language ought to be used, instead of describing how it is used. Unlike philology, which deals with the analysis of written text, linguistics is most concerned with spoken language, even though the written language is still concerning.

Historically, the earliest grammar of any language, as far as we know, was Panini's grammar of Sanskrit, the classical language of India. Written in about the fourth or fifth century B.C., Panini's remarkable work represents a highly developed approach to linguistics. It was the period of the ancient grammarians. Still in the era of ancient grammar, the study of language in the Western world began with the ancient Greeks. Among the very early studies of language, Plato's Cratylus is perhaps the best known largely because of its naïve approach in seeking the origins of words. The study of language was more fruitful under Plato's successors, Aristotle and Dionysius Thrax. Aristotle classified the part of speech in the third century B.C., and he is often regarded as the founder of classical European grammar. But the oldest known grammar of Greek was written by Dionysius Thrax, who live near the end of the second century B.C.. Thrax identified eight basic word classes: noun, verb, pronoun, article, participle, preposition, conjunction, and adverb. To Thrax, the principal

units of grammatical description were the word and the sentence.

Another major force in ancient Greek linguistics was the Stoic school of grammar, which enjoyed its greatest success in the second century B.C.. The Stoics were the first to distinguish between proper and common nouns. The approach of the ancient Greeks to grammar was continued and modified by the Romans. Writing in the first century B.C., Varro noted that the word endings discussed by the Stoics and Thrax could be further subdivided according to type. Latin grammar achieve its most precise formulation in the works of Priscian and Donatus, who wrote grammars of Latin at approximately the time of the Roman Empire's decline. For centuries these descriptive grammars served as the basis for learning Latin and for learning about language in general.

After the fall of Rome and through the Dark Ages, Latin continued to be a respected language, both in scholarly and religious circles. The first major new development in linguistics, however, did not take place until the thirteenth century, when speculative or modernistic grammar rose to popularity. Speculative grammar resulted from the collision of traditional Latin descriptive grammar and scholastic philosophy, represented by Catholic philosophers like St. Thomas Aquinas. Although, the speculative grammarians concentrated on Latin, their work led to the assumption that language has a universal basis; that all languages are essentially the same and differ only in their surface characteristics. With the coming of the Renaissance and Columbus's discovery of the New World, several linguistic developments occurred, and views of language became more diverse. Then, in the seventeenth century, the idea that beneath these differences all languages are essentially the same surfaced again.

In the nineteenth century, new developments in linguistics were stimulated by close attention to concrete data and

exciting philological studies. Thus, a new approach emerged in historical-comparative linguistics. The nineteenth-century linguists were challenged by the growth of the natural sciences, and they were wise enough to turn their attention to a scientific method of dealing with language data. Their efforts also included many attempts to expand the horizons of linguistics, such as the beginnings of acoustic phonetics and the study of dialects and bilingualism.

The structuralist theory of language (structural linguistics) was the first major new approach to descriptive linguistics in the twentieth century. Introduced by the Swiss linguist Ferdinand de Saussure and then pioneered in the United States by Leonard Bloomfield, structuralism flourished for about thirty years, until the early 1960s. In its emphasis on the investigation of concrete linguistic data, structuralism logically followed the late nineteenth-century neo-grammarians school. However, structuralism was geared toward descriptive linguistics. Structural linguistics typically involved isolating, classifying, analyzing, and segmenting the observed language data. One main criticism of structural linguistics, however, is that it did not attempt to deal with how humans understand and interpret the meanings of sentences; that is, Bloomfield's theory of structuralism excluded the mind from linguistic consideration. For this reason, structuralism is often linked with the psychological theory of behaviorism, which similarly restricts itself to that which is concrete and observable.

At the end of the 1950s and it was popular 1960s, Noam Chomsky broke the structural tradition in linguistics by introducing the Transformational Generative Grammar (TGG). TGG appears to have made a rather rapid break from structuralism, but the period of transition, although short in time, is worthy of study. TGG emphasizes that human language is creative – that humans can produce and interpret an infinitely large number of sentences that they have never heard before. It attempts to describe what a person knows about his or her language, but it also claims that all

languages are grounded in universal facts and principles. By postulating deep structures, which are representations that contain the essential meanings of sentences and that underlie actual utterances, TGG is in direct opposition to structuralism.

## **B. Pragmatics**

Pragmatics can be defined as the ability to understand the meaning of words in specific settings. According to Yule, pragmatics is concerned with four different areas. First, Pragmatics is the study of the speaker's meaning. It has, consequently, more to do with the analysis of what people mean by their statements than what the words or phrases in those statements might mean by themselves. Second, Pragmatics is the study of contextual meaning. It requires a consideration of how speakers organize what they want to say by who they are talking to, where, when, and under what circumstances. Third, Pragmatics is the study of how more gets communicated than is said. This approach necessarily explores how listeners can make inferences about what is said to arrive at an interpretation of the speaker's intended meaning. This type of study also explores how a great deal of what is unsaid is recognized as part of what is communicated. Fourth, Pragmatics is the study of the expression of relative distance. On the assumption of how close or distant the listener is, speakers determine how much needs to be said.

Perdhani also said Pragmatics is a term traditionally used to label one of the three major divisions of semiotics along with semantics and syntactic. In modern linguistics, it has come to be applied to the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication Crystal. Pragmatics has many aspects, namely deixis, speech act, and

conversational implicature.<sup>26</sup> Griffiths adds “Pragmatics is concerned with the use of these tools in meaningful communication”. The word tool in his sentence refers to a tool in of meaning which is known by people as a language. Based on the definition of some experts above, the researcher gets the meaning of pragmatics by summarizing their definitions from them. For the researcher, pragmatics is the study of the meaning of speakers’ utterances which is related to the other participant of language itself. It does not only focus on the sentence meaning but also the context of the situation.

Leech states that pragmatics is the study of meaning which is related to speech situations. Further, he explains that pragmatics can be seen as a way to solve problems that can arise, both from the perspective of a speaker and a hearer.<sup>27</sup> Meanwhile, Mey considers pragmatics as the study of human language users’ condition, which has a close relationship with the context of society.<sup>28</sup>

Levinson defined pragmatics as the study of language use, that is the study of the relation between language and context which is basic to an account of language understanding which involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before. Pragmatics can also solve the problem between the speaker and the hearer, especially the problem of point of view. Leech states that pragmatics involves problem-solving both from the speaker’s point of view and from the hearer’s point of view. The problem with the speaker’s point of view is how to produce a statement that will make the result. The wider definition comes from Yule. He states that pragmatics is the study of speaker meaning. Pragmatic is the study of the

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<sup>26</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.50

<sup>27</sup> Leech, G. (1983) *Principles of Pragmatics*. London: Longman

<sup>28</sup> Mey, L. Jacob. 1993. *Pragmatics: An Introduction*. Oxford: Blackwell Publishers Ltd.

contextual meaning, the second definition. The third definition, pragmatics is the study of how more gets communicated than said. The last definition is that pragmatics is the study of the expression of relative distance. Yule also says that to understand pragmatics briefly, there is a need to make a relationship with other areas of linguistics. Semantics and syntax can be related to the research.

In addition, Levinson stated that pragmatic theory is concerned with the inference of presuppositions, implicature, and participant's knowledge of the world and general principle of language usage.<sup>29</sup> Based on the given definitions, the researcher can concluded that studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak.

### C. Implicature

To build good communication, a speaker and a listener must have a common understanding. Understanding a statement on a syntactic and semantic level is insufficient because the statement's meaning is not only stated but also implied. The notion of implicature was first introduced by Grice, who defined it essentially as what is communicated less than what is said.<sup>30</sup> Gadzar defines Implicature as anything that is inferred from a statement but that is not a condition for the truth of the statement.<sup>31</sup> A. Davis defined Implicature as Grice's term for what a speaker does not say but rather communicates, suggests, implies, etc, in virtue of saying what

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<sup>29</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.51

<sup>30</sup> Miftahul Huda. *“Conversational Implicature Found in Dialogue of Euro Trip Movie”*. Palembang: Universitas Brawijaya. 2013

<sup>31</sup> Gadzar, Gerald. *Pragmatics, Implicature, Presupposition and Logical Form*. Florida Academic Press. INC. 1979

he does. It also refers to the fact of something's being so communicated.<sup>32</sup>

Grundy stated the contribution of the notion of implicature is that it provides some explicit account of how it is possible to mean (in some general sense) more than what is actually 'said' (more than what is expressed by the conventional sense of linguistic expression uttered).<sup>33</sup> Levinson adds that implicature is a primary example of more being communicated than is said but for them interpreted, some basic cooperative principle must first be assumed to be in operation. Furthermore, Grice, as quoted by Levinson, explain that the term implicature is a general cover term to stand in contrast to what is said or expressed by the truth condition of expression, and to include all kinds of pragmatics.

According to Lubis, the implicature is partly a literal meaning which contributes to the true meaning of a sentence, but the rest is implicit in the implicit meanings derived from the facts surrounded by the circumstances, context and, conditions.<sup>34</sup>

Levinson stated that implicature is inferred based on the assumption that the speaker observed or flouts some principle of cooperation. Grice divides implicature into conventional implicature and nonconventional implicature (conversational implicature).<sup>35</sup> Based on the given definitions, the researcher can conclude the role of implicatures is very important in the communication so that the communication run very well-meaning that the message sent will reach the hearer according

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<sup>32</sup> Wayne, A. Davis. *Implicature: intention, convention and principle in the failure Gricean Theory (Cambridge Studies in Philosophy)*. Cambridge: Cambridge University Press. 1998

<sup>33</sup> Grundy, P. *Doing Pragmatics*. London: Arnold. 2000

<sup>34</sup> Vira vebriyada, Identification Conversational Implicature of English Education Department Students at Tarbiyah and Teacher Training Faculty Of Alauddin State Islamic University. Skripsi Bahasa Inggris. 2018

<sup>35</sup> Levinson, Stephen C. *Pragmatics*. United Kingdom: Cambridge University Press. 1983

to the sender's intention. The success of this communication would depend on how far a person makes the presuppositions, and make the assumptions about what the hearer knows prior to making a statement, sending his message.

#### **D. Conversational Implicature**

In pragmatics, conversational implicature is an indirect or implicit speech act: what is meant by a speaker's statement that is not part of what is explicitly said. The term is also known simply as implicature; it is the antonym (opposite) of explicate, which is an explicitly communicated assumption.

Conversational implicature is an important study in pragmatics since it works as a technique for expressing messages that have been created with hidden meanings. In this case, participants in the conversation, the speakers, and the hearers expect each other to contribute from good, right, relevant, and informative. This means, that the speaker speaks the meaning through implicature, and the listener interprets the meaning spoken through inference.

Conversational implicatures are pragmatic inferences: unlike entailments and presuppositions, they are not tied to the particular words and phrases in an utterance but arise instead from contextual factors and the understanding that conventions are observed in conversation. The theory of conversational implicatures is attributed to Paul Herbert Grice, who observed that in conversations what is meant often goes beyond what is said and that this additional meaning is inferred and predictable.

Besides, conversational implicature provides an explicit explanation of how an utterance has more meaning than what is said. In this case, conversational can also be found easily in everyday life, such as in newspapers, television shows, advertisements, movies, or even in everyday conversation. So it is not uncommon for the people to hide meaning when

communicating with the addressee. Thus, the addressee must also interpret the meaning of speech to avoid the ambiguity that causes misunderstanding.

"What a speaker intends to communicate is characteristically far richer than what she directly expresses; linguistic meaning radically underdetermines the message conveyed and understood," says L.R. Horn.<sup>36</sup>

Example:

- Dr. Gregory House: "How many friends do you have?"
- Lucas Douglas: "Seventeen."
- Dr. Gregory House: "Seriously? Do you keep a list or something?"
- Lucas Douglas: "No, I knew this conversation was really about you, so I gave you an answer so you could get back to your train of thought."

Grice divided conversational implicature into two kinds. Generalized conversational implicature and particularized conversational implicature. Generalized conversational implicatures occur without reference to any particular features of the context (Levinson). In other words, special background knowledge or inferences are not required in calculating the additional conveyed meaning. This type of implicature is characterized by Grice. The application of a certain form of words in an utterance (in the absence of special circumstances) would normally carry such and such implicature or type of implicature.

Particularized conversational implicature is unique to the particular context in which they occur. It arises because of the interaction of speech in the very specific context in which it occurs, and there for its do not appear in the case of default

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<sup>36</sup> Laurance, R. Horn. *The Handbook of Pragmatics*. Oxford: Blackwell. 2004

speech usage or the use of more general speech classes in which it is a member.

### E. Generalized Implicature

Grice distinguished conversational implicature into generalized and particularized implicature.<sup>37</sup> He asserts that generalized conversational implicature is implicature that arises without any particular context or special scenario is necessary.

Yule said generalized conversational implicature is generated by saying something that is inferable without reference to a feature of the context. It occurs where these certain forms of words in an utterance would normally carry such as implicature or type of implicature. Generalized conversational implicature commonly applied to more important issues, particularly to what according to the logical conversation or the logical constant conversation.

Levinson defines Generalized conversational implicatures occur without reference to any particular features of the context. In other words, special background knowledge or inferences are not required in calculating the additional conveyed meaning. Grice states this type of implicature is characterized by the application of a certain form of words in an utterance (in the absence of special circumstances) that would normally carry such implicature.<sup>38</sup>

Grice adds that generalized implicature is a conversational implicature that is inferable without a special context.<sup>39</sup> Based on the given definitions, the researcher can conclude that

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<sup>37</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.52

<sup>38</sup> Wahyu Zulfah Laila. *Conversational Implicature Analysis in "Facing the Giant" the movie*. IAIN Syekh Nurjati Cirebon. 2016

<sup>39</sup> Ibid.31

generalized implicature is a conversational implicature that is inferable without reference to a special context.<sup>40</sup>

For example:

*John walked into a house yesterday and saw a tortoise.*

This expression implies that the house is not John's house.

In generalized implicature, a speaker can use the maxim of quantity to invite the inference that no more can be said, as in:

*A : "I wish you by a bag and shoes."*

*B : "I buy a bag."*

By the illustration above, it means that speaker B does not buy shoes and it can be understood that the statement is informative as required for the speaker. Generalized implicature is inferred on the basis of inferential heuristics which are derived from (some of) Grice's Maxim. Grice defined heuristics act as guides to speakers on how to formulate their statement and hearers on how to process the statement.<sup>41</sup>

## **F. Particularized Implicature**

Yule said Particularized conversational implicature has a wide range of applications that illustrated the informative expression. This implicature always calculated the expressive with special knowledge of any particular context, however, most of the times, the conversation takes place in a very specific context in which locally recognized inferences are assumed.

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<sup>40</sup> Wahyu Zulfah Laila. *Conversational Implicature Analysis in "Facing the Giant" the movie*. IAIN Syekh Nurjati Cirebon. 2016

<sup>41</sup> Ibid.32

Paltridge state that particularized conversational implicatures, however, are derived from a particular context, rather than from the use of the words alone. These result from the maxim of relation. That is, the speaker assumed the hearer will search for the relevance of what they are saying and derive intended meaning.<sup>42</sup>

Grice defines Particularized conversational implicature as a conversation that takes place in a very specific context in which locally recognized inferences are assumed. Based on the given definitions, the researcher can conclude that particularized implicature is a conversational implicature that is derivable only in a specific context.<sup>43</sup>

For example:

*A : "What on earth has happened to the roast beef?"*

*B : "The dog is looking very happy. "*

In the above exchange, A will likely derive the implicature ‘‘the dog ate the roast beef’’ from B’s statement. This is due to A belief that B is observing the conversational maxim of relation or relevance in the specific context of A’s question.

In short the implicature that rely much on the special context, it is can be classified into particularized conversational implicature. For example:

*A : "I'm sorry for making you wait in a long time."*

*B : "That's fine, it just like waiting for one year."*

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<sup>42</sup> Paltridge. *Discourse Analysis*. London: Continuum. 2006

<sup>43</sup> Grice, H.P. *Logic and Conversation*. New York: Oxford University Press.

This context of the situation shows that speaker A request an apology for making B wait for him for a long time. But in a particular context, the hearer B is getting angry and even says “that’s fine” and he is extremely bored as he says “it just like waiting for one year”. Because there are most common, the particularized conversational implicature is typically just called implicature.<sup>44</sup>

## G. Speech Act

Speech is a form of action in the context of a situation speech so that the activity is called a speech act. Speech act are entity that is central in pragmatics so that it is principal in pragmatic topics such as presuppositions, conversational implicatures, cooperative principles, and principles politeness.

The study of speech act is very important for us. The one importance of studying speech act is to make us comprehend what message that discovered in every utterance. Speech act also decided by the language ability of speaker to convey the message in communication. When the hearer can understand about the meaning of speech act with clearly, we can speak with other people in the communication or conversation, the speaker not only speak source (the utterance have not intention and goal), but the speaker must be interpret of the speakers meaning to the hearer. And the speaker can make hearer to understand the meaning of that utterance by speaker said. Speech act just perform in conversation or dialogue which performed by speaker and hearer. Speech acts is the basic analysis in pragmatics. This opinion has relation with the objects of pragmatics which most of them are speech acts in communication. Speech acts term appears as a result of uttering something, the speakers do not just utter something,

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<sup>44</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.33

and there is a meaning behind it. So it can be concluded that speech acts is the activity done by uttering something.

Statements produced in the process of communication consist of certain different functions. They cannot only be seen structurally but other possible functional uses of language are also involved. People, however, may express their thought using similar literal statements containing different functions to inform one another such as warning, apology, bet, and promises. Therefore, Mey states that each statement includes some particular functional uses of language.<sup>45</sup> Speech acts are words that do things. When a statement is produced it is not merely a combination of words. It has a deeper intention. There are numerous speech acts in people's statements entrances and Searle classifies them into five groups.<sup>46</sup>

### 1. Representatives/Assertives

Assertive speech acts are statements of fact. These speech acts carry the values of true and false. At this point, the statement must match the world to be true. In other words, Assertives (representatives) are speech acts that commit the speaker to the truth of something (i.e.asserting, claiming, reporting). English verbs that function as assertive include report, predict, inform, accuse, testify, confess, state, swear, criticize, act.

Example:

- "I gave you food and a bed to sleep in! And now, you are stealing my roses!"

In this speech act, the speakers give an assertion to the addressee.

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<sup>45</sup> Mey, J. L. *Pragmatics: An Introduction*. Oxford: Blackwell. 1993

<sup>46</sup> Ibid.17

- “No! You promised you would never leave this castle!”

In this speech act, the speakers give an assertion to the addressee.

- “I was under a curse all these years and could only be relieved when someone fell in love with me. I am now cured of the curse because you truly love me.”

In this speech act, the speakers give a fact, description, and conclusion to the addressee. It can be concluded whether the speaker believes this to be the case or not. Statements of a fact, an assertion, descriptions, and conclusions are examples representing the speakers in the world as he or she believes it. In using a representative, the speaker makes words fit the world (of belief).

## 2. Directives

A directives speech act occurs when the speaker expects the listener to do something as a response. These speech acts embody an effort on the part of the speaker to get the hearer to do something or to ‘direct’ him or her towards some goal. Directives: which are attempts of the speaker to get the hearer to do something (ordering, commending, requesting, begging).

Example:

- “Father, I only need a rose plucked by your hand.”

“Please let me go home! I only want to see my father before he dies!”

In this speech act, the speaker did a request to the addressee.

- “You may go to stay with your father for seven days. But you must promise to return after that.”

In this speech act, the speaker did a suggestion and request to the addressee.

- “Beauty, please come back!”

“Please don’t die, Beast!”

In this speech act, the speaker did command the addressee. It can be concluded that in directives speech act classification, the speakers used to get someone else to do something for instance a request, suggestion, and command. So that, the addressee possibly did what the speaker wants.

### 3. Commissives

Like directives, commissives operate a change in the world using of creating an obligation, however, this obligation is created in the speaker, not in the hearer, as in the case of directives. Commissives commit the speaker to do some future action. The point of a commissive speech act is to commit the speaker to perform some future action. This kind of speech act is even called an intended act. In conversation, common commissive speech acts are threats, promising, vowing, refusing, threatening, pledging, and guaranteeing acts.

Example:

- “I will live with you forever!”

In this speech act, the speakers used to commit themselves to several future actions. It expresses what a speaker intends. The speaker promises to address with the aux verb “will” in the sentence.

#### 4. Expressives

The point of the expression is to express the psychological state of some affairs. By expressing, the speaker should express his psychological state about some affairs. It expresses an inner state of the speaker which, insofar as it is essentially subjective, says nothing about the world. Typical cases are when the speaker curses, praises, congratulates, thanks, apologizes, compliments, and complains.

Example:

- “Gaston, what a pleasant...surprise.”

In this speech act, the speaker uses an expressive speech act. The speaker doesn't expect the hearer's coming. Further, between the word and expression shown by the speaker, there is a contradiction in which the speaker utters the word “pleasant” but her facial expression shows her shock in negativity way.

#### 5. Declarative

These speech acts are the declarations that change the state of affairs in the world, which bring out the correspondence between the propositional content and reality (*i.e., appointing a chairman, nominating a candidate, marrying a person, christening*).

Example:

- “Look at the mirror and you can see your family. Now you won't feel lonely anymore.”

In this speech act, the speaker changes the world via words. The speaker replaces the situation with the word that is delivered to the addressee.

In communication, the process of conveying the message in communication can be in the form verbal or implied. When the speaker conveys the message (whether verbally or implicitly) of course there is a purpose behind uttering something. The Searle speech acts classification is helpful to determine the purpose of the statement that is being uttered by the speaker toward the hearer in communication. The type of statement function can be determined by identifying the context or situation of communication.

## H. Cooperative Principle

Before knowing about the cooperative principle here have to know the assumption pragmatic, such as if someone talking to other people must be want to express something and the next other people ask can catch what is speaker say. With two goals, so someone will talk to be clear, uncomplicated, and brief. It is just in pragmatics there are area aberrations, there are certain purposed, but it should be responsible for the aberration, so other people can know the meaning. They have to cooperate.

The success of a conversation depends on the various speakers approaches to the interaction. How people try to make conversations work is called Cooperative Principle. The Cooperative Principle is a basic underlying assumption when the researcher speaks to one another is that the researcher is trying to cooperate to construct meaningful conversations. Grice proposed the cooperative principle which states “make your conversational contribution such is required, like the stage at which it occurs by the accepted purpose or the direction of the talk exchange which you are engaged”.<sup>47</sup> In other words, the researcher as the speakers should contribute meaningful, productive statement to further the conversation.

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<sup>47</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.23

It then follows that as listeners the researcher assumed that our conversational partners are doing the same. Concerning his cooperative principle, Grice divided the cooperative principle into four basic conversational maxims.<sup>48</sup>

### 1. Maxim of Quantity

Maxim of quantity as one of the cooperative principles is primarily concerned with giving information as it is required and not giving the contribution more informative than is required. Therefore, each participant's contribution to the conversation should be just as informative as it requires, it should not be less informative. And say as much as helpful but not more informative or less informative. Finnegan defined that the maxim of quantity provided that in normal circumstances, speakers say just enough, that they supply no less information and no more than is necessary for the communication,<sup>49</sup> for example:

**A:** *"Where is the hospital?"*

**B:** *"In the next of that store."*

It can be seen that B information is informative and give enough contribution towards A's question about the exact location of hospital.

### 2. Maxim of Quality

The maxim of Quality proposes that the speaker should tell the truth in a conversation to communicate cooperatively. Grice stated that when engaged in

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<sup>48</sup> Grice, H. P. *Logic and Conversation*. New York: Oxford University Press. 1975

<sup>49</sup> M. Zaki Pahrul Hadi. *A Pragmatic Analysis of Implicature used in The Sport Column of The Jakarta Post Newspaper* vol.4 No.2. Juli 2018. Stiba Bumigora Mataram. Hal.24

conversation, the maxim of quality required that you.<sup>50</sup>  
For example:

*A: "Where is the Eiffel tower located?"*

*B: "In Paris."*

Here, B gives the correct answer which shows about the true fact.

### 3. Maxim of Relation

Maxim of relation means that the statement must be relevant which the topic being discussed. Fineegan stated that this maxim directs speakers about their statements in such a way that they are relevant to the ongoing context: *Be relevant at the time of the statement.*<sup>51</sup> The maxim of relevance is fulfilled when the speaker gives a contribution that is relevant to the topic of the preceding statement.

Therefore, Grundy that each participant's contribution should be relevant to the subject of conversation.<sup>52</sup> For example:

*A: "How about your score Jane?"*

*B: "Not too bad."*

Here, Jane's statement fulfilled the maxim of relevance, because her answer is relevant with the questions.

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<sup>50</sup> Ibid.25

<sup>51</sup> Ibid.25

<sup>52</sup> Ibid.25

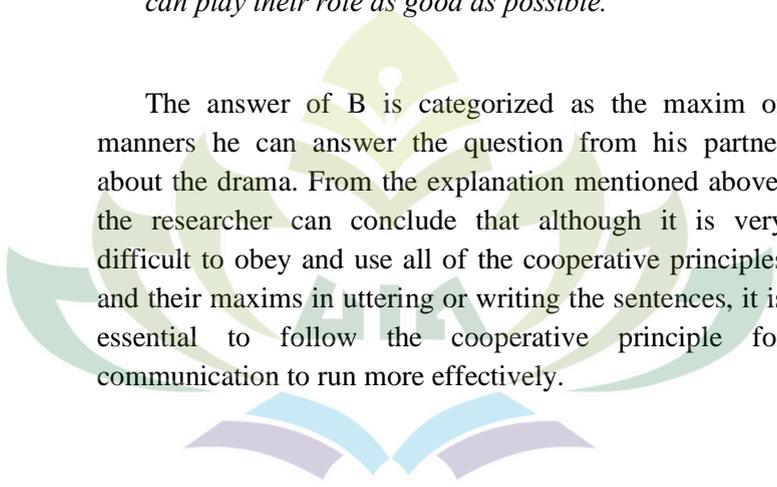
#### 4. Maxim of Manner

Maxim of manner obligates the speaker's statement to be perspicuous is not be ambiguous, obscure, disorderly, and unnecessary prolixity. Therefore, each participant's contribution should be reasonably direct, that is, it should not be vague, ambiguous, or excessively wordy. For example:

*A : "What did you think of that drama?"*

*B : "I really like of the action of each player. They can play their role as good as possible."*

The answer of B is categorized as the maxim of manners he can answer the question from his partner about the drama. From the explanation mentioned above, the researcher can conclude that although it is very difficult to obey and use all of the cooperative principles and their maxims in uttering or writing the sentences, it is essential to follow the cooperative principle for communication to run more effectively.



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