

**A PRAGMATIC ANALYSIS OF CONVERSATIONAL IMPLICATURE IN
ENGLISH ZONE COURSEBOOK FOR SENIOR HIGH SCHOOL
STUDENTS YEAR XI**

A THESIS

Presented as Partial Fulfillment of the Requirement for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



By

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FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2015

APPROVAL

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A Thesis



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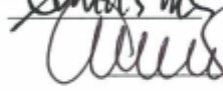

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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta,

Penulis



Adhi Hangga Nurzani

MOTTOS

"Do not tell your dreams. Show them"

(Unknown)

"Disciplining yourself to do what you know is right and important, although difficult, is the highroad to pride, self-esteem, and personal satisfaction"

(Margareth Thatcher)

DEDICATIONS

This thesis is wholeheartedly dedicated to:

- *My father (Bapak Darmadi- the late)*
- *My mother (Ibu Sunarti)*
- *My older brother (Mas Reno)*

ACKNOWLEDGEMENTS

Alhamdulillah *robbil 'alamin*, all praises be to Allah SWT, the Almighty, the Most Merciful, and the Most Beneficent, for the best blessing, love, and guidance given to me without which I would have never been able to finish this thesis.

I would like to express my sincerest gratitude to Dr Margana, M.Hum, M.A. as my first consultant and Lusi Nurhayati, S.Pd., M.Appl.Ling (TESOL), as my second consultant who have shared their valuable time, knowledge, and guidance with all their patience and wisdom during the process of accomplishing this thesis.

My deepest gratitude also goes to Prof. Dr. Zamzani (the Dean of Language and Arts Faculty), Samsul Ma'arif, M. A. (the Head of English Language Education Department), and all my lecturers in English Language Education Department from whom I gain very precious knowledge along my years of study.

My thank is dedicated to my parents, *Bapak* Darmadi (the late), and *Ibu* Sunarti, my older brother *Mas* Reno for their prayers, love, big support and everything they have given to me.

My special thanks are also devoted to all my friends, Herida Panji, Taufiqurahman, Tri, Arista, Wisnu, Ratna, Mawud, Rara, Fahmi, Via, Yanuar, Vera, Yosep, Nana, Anggi, Tede, Sondang, Riska, Rika, Dewi, Defi, Dhoni, Idhul, and many more for their supports, their prayers, and their helps.

Finally, I realize that this thesis is far from being perfect. Therefore, I would gratefully accept any comments and suggestions for the betterment of this thesis. However, I hope that this thesis gives some contributions to the linguistic and literature study.

Yogyakarta,

A handwritten signature in black ink, appearing to read 'Adhi Hangga Nurzani', written over a horizontal line.

Adhi Hangga Nurzani

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A Pragmatic Analysis of Conversational Implicature in *English Zone Coursebook* for Senior High School Students Year XI

By

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Abstract

This research aimed at (1) identifying the types of conversational implicature that is used in *English Zone Coursebook* for senior high school year XI; and (2) describing the implied meanings of the conversational implicature that is used in *English Zone Coursebook* for senior high school year XI.

This research belonged to descriptive qualitative research. The data of the research were in the forms of written text in the *English Zone Coursebook* in the content of conversational texts. In the research, the quantitative data were also used in the form of number to strengthen the findings. The main instrument of the research was the researcher himself and the secondary instrument was the data sheets. The data were collected by note-taking. In analyzing the data, the researcher used referential methods. The methods were done by identifying and re-examining the data based on the theory of conversational implicature proposed by Yule and Levinson and the theory of cooperative principle proposed by Grice. The validity of the research was gained by doing theory triangulation and doing peer correction with competent friends of English Education Department majoring in linguistics.

The research reveals two findings. The first finding is the types of conversational implicature which are applied in *English Zone Coursebook*. Those are standard conversational implicature and complex conversational implicature. In the application of types of conversational implicature, the coursebook mostly applies standard conversational implicature. The second finding shows the interpretations of the implied meaning of the texts in the coursebook which relies on the context. The interpretations of the implied meaning shows that the texts contain communicative purposes such as requesting, warning, advising, and teasing.

Key words: coursebook, conversational implicature, cooperative principles

CHAPTER I

INTRODUCTION

A. Background of the Research

English is taught and used as a foreign language in Indonesia. Teaching English as Foreign Language has been one of the most dynamic fields, not only recently but since long time ago. Richard has noted that the history of language teaching has been changing for the last century searching for more effective ways of teaching a foreign language (Richards & Rodgers, 2002). One of the important points in this change is when the branded methods became the center of discussion and were suggested to be the best ways at the time.

The approach in senior high school in Indonesia uses the Genre-Based Approach. The approach is concerned with the purposes of language and not just the semantic micro-functions of individual words and sentence. The genres are generally defined according to the broad social purposes of communication.

In English Language Teaching (ELT), the materials which are used in the coursebook contain communicative purposes that are related to the social life. In every social life, people use language to deliver their messages about who they speak to, where the people come from, and to whom people associate with. People may judge a person's background, character and intention based simply to people's language. Language and society are two things that cannot be separated and language is something that can connect them into meaningful

communication. Conversation creates communication. Communication is not merely about communicating and producing words. There should be interpretations in every words uttered in communication. It contains something more than the words that speakers deliver.

Grice (1979) states that in a conversation there is an account called cooperative principle which is elaborated in four sub principles. Those are called maxims. In cooperative principle, speaker is assumed to make his or her conversational contribution such as required. The meaning in the utterance should be interpreted correctly in order to achieve meaningful communication.

The conversational implicature also happens in texts. The developing of curriculum of education in Indonesia requires high quality of media. One of the important media that can help students getting the English skills in the school is through a course book. It is helpful for the students in mastering the four skills; listening, speaking, reading, and writing.

The researcher used *English Zone* course book as the object of the research. *English Zone* is a curriculum-based textbook for students in their eleventh year of schooling. Teachers and students find a solid coverage of the areas of importance required by the competency standard of the curriculum. This book uses Indonesian context and stories which make students more familiar with their culture. It helps the students in understanding the meaning of the texts in the book. However, students face some difficulties in understanding the meanings of the texts because of the existence of the implicatures in the conversational texts.

The Genre-Based Approach where teaching and learning focus on the understanding and production of selected genre of texts has been identified by Rodgers (2001) as a major trend in English Language Teaching (ELT). Related to the approach, the coursebook that is used in the learning process contains many kinds of texts so it makes students face difficulties in understanding each text in the coursebook. The book that researcher analyzed contains some kinds of texts; narrative, explanation, and report text. To grasp the meaning of the texts, the students need to consider to the sentence patterns of the texts.

As students in senior high school, the students should understand the meanings of the texts to make the learning running well in the classroom. Sometimes, they feel confuse when they have to answer the questions based on the texts because they cannot understand the meanings of the texts because of the translation of the language and some implied meanings of the texts.

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training,

they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge.

All types of conversational implicature convey more than what it is said. It commonly takes place in the daily conversations that the speakers' intended meaning is not always explicitly stated. Speaker's intended meaning which is implicitly stated also occurs in conversations in a text of a coursebook. The dialogues in the coursebook are kinds of spoken texts consisting of various kinds of conversational implicature. Indirect communication which creates a hidden meaning or implicature is also done by the speakers in the spoken texts.

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. They maintain quality. If a well-developed textbook is used, the students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately. They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners. They are efficient. They save teachers' time, enabling teachers to devote time to teaching rather than material's production. They can provide

effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training. They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects of the use of textbooks. They may contain inauthentic language. Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use. They may distort content. Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm. They may not reflect students' needs. Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation. They can deskill teachers. If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by

others. They are expensive. Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks need to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

B. Identification of the Problems

The first problem is that there are kinds of implicatures that should be revealed in order to identify whether the speaker of communication follows the maxim or not. It influences the understanding of the students in getting the meanings of the texts. There are two types of conversational implicature; standard conversational implicature and complex conversational implicature. The standard conversational implicatures occur when the hearer assumes that the speaker is cooperative by directly observing the conversational maxim. Another one is complex conversational implicature. It occurs when the speaker deliberately flouts the maxim, but at the same time as none the less intending a sincere communication without abandoning the cooperative principle.

The second problem is that the students face the difficulties in getting the meanings of the texts because the sentence which is delivered by the second person in the texts does not have coherence to the sentence which is delivered by the first person in the texts. It shows that the speaker's utterances contain a

hidden meaning that has to be interpreted by the hearer properly. If the speaker can obey the maxim of conversation, it means cooperative principle is followed well. However, if the speaker flouts the maxims, there must be hidden meaning in the utterance. Cutting (2002:40) explains that a speaker can be said to 'violate' a maxim when a speaker knows the hearer will not know the truth and will only understand the surface meaning of the words. Flouting maxim may be a safe way to hidden the speaker does not want to reveal directly.

C. Limitation of the Problems

In using a language especially in verbal communication, the existence of implicature is something unavoidable. It is difficult to separate conversational implicature from the language use. Implicature is an additional conveyed meaning. When people are speaking, they do not always explicitly state their intended meaning for certain reasons.

Based on the identification of the problems above, there is an interesting thing in this topic to be analyzed. It is about the use of conversational implicature which makes several conversations in the coursebook becoming hard to be understood by the students.

In this research, the researcher analyzes the conversational implicature that is used in *English Zone* coursebook. There are two problems in this research. Those are the type of conversational implicature and the implied meanings of the conversational implicature which are used in the coursebook.

D. Formulation of the Problems

According to the limitation above, the formulation of problems can be arranged as follows:

1. What are the types of conversational implicature that is used in *English Zone* course book for senior high school year XI?
2. What are the implied meanings of the conversational implicature that is used in *English Zone* course book for senior high school year XI?

E. Research Objectives

Related to the formulation of the problems above, this research has two objectives. Those are to identify the types of conversational implicature which are used in *English Zone* course book for senior high school year XI and to describe the implied meanings of the conversational implicature which are used in *English Zone* course book for senior high school year XI.

F. Significance of the Research

1. Theoretical Significance

This research can enrich the knowledge regarding linguistics field, especially those which are related to the conversational implicatures.

2. Practical Significance

The results of the research are beneficial and useful for teachers and for students;

a. Teachers

From the analysis of the research, it can give some additional materials to the teachers and can help them to teach the students about the importances of context in understanding meanings.

b. Students (Senior High School Year XI)

For the students, this research is expected to give more knowledge about conversational implicatures which are used in *English Zone* course book for senior high school year XI.

CHAPTER II

THEORETICAL REVIEW AND THE CONCEPTUAL FRAMEWORKS

A. Theoretical Review

1. Pragmatics

Yule (1996:3) defines pragmatics as the study of how more gets communicated than is said. It means that in a communication, hearers should take account in making inferences to the speaker's intended meaning. Every person has their own ways in using their language to deliver the messages. Sometimes there are hidden meanings in the language in speakers' talks so listeners should consider with the intended meaning of the speakers. Interpretation is very important in terms of pragmatics. Yule also defines Pragmatics as the study of contextual meanings. It concerns not only on the utterances but also it needs to concern what the contexts in the utterances are.

Peccei (1999:3) states that pragmatics concentrates on the aspects of the meanings that cannot be predicted by linguistics knowledge alone and takes into account knowledge about the physical and social world. Pragmatics has a close relationship with the meanings in utterances or discourse.

2. The scope of Pragmatics

a. Pragmatics and Society

According to Wardaugh (1993:3), a society is any group of people who are drawn together for a certain purpose.

Hornby (1995:818) defines society as a system where people live together in organized community. Living in a society means that the people have to interact with the members of the society.

The context of an utterance is closely related to the study of pragmatics. As stated by Leech (1993), pragmatics is the study how utterances have meanings in situations. Similarly, Yule in Cutting (2002:1) states that pragmatics studies the meaning of words in context, analyzing the parts of meaning and the social-psychological factors influencing communication, as well as the knowledge of the time and the place in which the words are uttered or written.

According to Brown and Yule (1993), pragmatics focuses on the meaning of words in interaction and how interactors communicate more information than the words they use. The speakers' meaning depends on assumptions of knowledge which are shared by both speaker.

b. Utterances

According to Schmid and Richard (2002:573), an utterance is a unit of analysis of speech which has been defined in various ways but most commonly as a sequence of words within a single person's turn at talk that falls under a single intonation counter.

Finnegan (1992:162) defines an utterance as the use of a sentence on a particular occasion or in particular context. He adds that the meaning of an utterance includes the descriptive meaning of the sentence, along with social and affective meaning contributed by contextual factors.

c. Aspect of speech situation

Leech (1983:6) states that pragmatic function is how language is used in a communication. It focuses on a goal-oriented speech situation, in which the speaker uses the language in order to produce a particular effect on the mind of hearers. He says that since pragmatics studies meaning in relation to speech situation, there are five aspects of situation to be considered.

1) Addressers and Addressees

Lyon in Leech (1983:13) makes a significant distinction between a receiver, a person who receives and interprets the message, and an addressee, a person who is in an intended receiver of the message.

This distinction is relevant to the present inquiry, in that the analyst of pragmatic meaning is best thought of a receiver who tries to make sense of the content of a discourse according to whatever contextual evidence is available.

2) The context of an utterance

Leech (1983:13) considers a context to be any background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by a given utterance.

3) The goal of an utterance

The term "goal" is more neutral than intention because it does not commit its user to deal with a conscious volition or motivation, but can be used generally of goal-oriented activities.

4) The utterance as a form of act or activity : Speech Act

Pragmatics deals with the verbal acts or performances which take place in a particular situation in time.

5) The utterance as a product of verbal act deals with language at a more concrete level than grammar.

An utterance can refer to the product of a verbal act rather than to the verbal act itself. The words "Would you be quiet please?" spoken with a polite rising intonation, might be described as a sentence, or a question, or as a request. However, it is convenient to reserve a term like sentence and question for grammatical entities, identified by their use in a particular situation. In this sense, utterances are the element whose meanings are studied in discourse analysis. In fact, it can be correctly described that discourse analysis deals with utterances in relation to the context.

3. Implicature

Implicature is a technical term in the pragmatics subfield of linguistics, which was firstly coined by Paul Grice. It needs to concern what is suggested in an utterance. In communication, there are some utterances that have to be considered whether the utterances are expressed nor strictly implied. Yule (1996:35) defines implicature as an additional conveyed meaning. It is important for listeners to interpret the utterances which are delivered by the speakers.

The followings present the types of implicature.

a. Conversational Implicature

Yule (1996: 40) states that the basic assumption in conversation is that unless otherwise indicated the participants are adhering to the cooperative principle and the maxims. It is related to how the speakers try to adhere to the some maxims. Violating maxims also happen in conversational implicature.

Levinson (1983:126) identifies two kinds of conversational implicature. The first one is Standard Conversational Implicatures. It is additional meaning which is literally said and the implicature together satisfy the maxims. The second one is Complex Conversational Implicatures. It happens when the speakers flout the maxims without ignoring the cooperative principle.

Cutting (2002:40) explains that a speaker can be said to violate a maxim when he/she knows that the hearer will not know the truth and will only understand the surface meaning of the words.

b. Conventional Implicature

Conventional implicature does not have to occur in conversation and they do not depend on special context for the interpretation. Yule (1996:45) states that conventional implicature is not based on the cooperative principle or the maxims. It is more to be concerned with the specific words.

Implicature is a component of a speaker's meaning which constitutes an aspect of what is meant in a speaker's utterance without being part of what is said. What a speaker intends to communicate is characteristically far richer than what she directly expresses. Linguistic meaning radically underdetermines the message conveyed and understood. Speaker S tacitly exploits pragmatic principles to bridge this gap and counts on hearer H to invoke the same principles for the purposes of utterance interpretation.

The contrast between particularized and generalized implicature emerges clearly in this scene from *When Harry Met Sally* (1989 screenplay by Nora Ephron). Harry (Billy Crystal) is setting up a blind date between his buddy Jess (Bruno Kirby) and his woman friend - but not yet girlfriend - Sally (Meg Ryan).

<p>Jess : If she's so great why aren't YOU taking her out? Harry : How many times do I have to tell you, we're just friends. Jess : So you're saying she's not that attractive. Harry : No, I told you she IS attractive. Jess : But you also said she has a good personality. Harry : She HAS a good personality. Jess : [Stops walking, turns around, throws up hands, as if to say "Aha!"] Harry : What? Jess : When someone's not that attractive they're ALWAYS described as having a good personality. Harry : Look, if you were to ask me what does she look like and I said she has a good personality, that means she's not attractive. But just because I happen to mention that she has a good personality, she could be either. She could be attractive with a good personality or not attractive with a good personality. Jess : So which one is she? Harry : Attractive. Jess : But not beautiful, right? https://archive.org/stream/Part11.Implicature/part%201-</p>
--

<i>%201.%20Implicature_djvu.txt</i>

Jess's first observation incorrectly reanalyzes a particularized implicature (S, in describing X to H as having a good personality implicates that X is not attractive) as generalized, to which Harry responds by patiently pointing out the strongly context-dependent nature of the inference in question.

4. Cooperative Principles

The cooperative principle is a principle of a conversation which was proposed by Grice (1975) who states that participants expect that each makes a “conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange.”

The cooperative principle, along with the conversational maxims, partly accounts for conversational implicatures. Participants assume that a speaker is being cooperative, and thus they make conversational implicatures about what is said.

Conversational implicature is signed by exploitation (apparent flouting) or observation of the cooperative principle and a set of maxims (Grice, 1989).

a. Maxims

1) Maxim of Quantity

It needs to make your contribution as informative as is required and do not make your contribution more informative than is required. The mutual expectation of the interaction is that quantitatively the speaker's contribution

is just right for the interaction at hand. If it is more would be too much and if it is less would be too little for successful communication to take place.

2) Maxim of Quality

In observing maxim of quality, the speakers should try to make the contribution one that is true and do not say what they believe to be false and do not say that for which they lack adequate evidence. The mutual expectation of the interactants is that the speaker makes propositions or provides information that she or he believes to be true.

3) Maxim of Relation

The utterance which is delivered by the speaker should be relevant and the speakers say something that is relevant to what has been said before. The mutual expectation of the interactants is that the speaker makes a contribution to the communicative exchange that is relevant to the topic and the situation of this exchange.

4) Maxim of Manner

The utterance should be perspicuous and the speakers should avoid obscurity of the expression, avoid ambiguity, be brief (avoid unnecessary prolixity), and be orderly. The mutual expectation of the interactants is that the speaker makes his or her contribution as clear and as comprehensible as possible and that while doing so. She or he takes all precautions ensure such clarity in terms of performance and delivery.

b. Flouting Maxims

Black (2006:25) describes flouting as the most interesting way of breaking maxims. Speakers who deliberately flout the maxims usually intend for their listener to understand their underlying implication.

1) Flouting Maxim of Quantity

The speakers who flout the maxim of quantity seem to give too little or too much information.

Example:

Context: the conversation happened after Anna attended a party.

Sarah : Did you enjoy the party last night?
 Anna : There was plenty of oriental food on the table, lots of flowers all over the place, people hanging around chatting with each other...

http://www.academia.edu/1588301/Some_Instances_of_Violation_and_Flouting_of_the_Maxim_of_Quantity_by_the_Main_Characters_Barry_and_Tim_in_Dinner_for_Schmucks

Sara asks a very simple question, however what she receives from Anna is a protracted description of what was going on in the party. Two interpretations can be made from Anna's description: 1. Anna had such a good time in the party that she is obviously too excited and has no idea where to begin. 2. Anna had such a terrible time and she does not know how to complain about it.

2) Flouting maxim of Quality

The speakers who flout the maxim of quality seem to give an exaggerate information or statement.

Example:

Context: the conversation happened in a bedroom between a mother and her son.

Mother	: Did you study all day long?
Son (who has been playing all day long)	: Yes, I've been studying till know!

http://www.academia.edu/1588301/Some_Instances_of_Violation_and_Flouting_of_the_Maxim_of_Quantity_by_the_Main_Characters_Barry_and_Tim_in_Dinner_for_Schmucks

In this exchange, the boy is not truthful and violates the maxim of quality. He lies to avoid unpleasant consequences such as; punishment or to be forced to study for the rest of the day.

3) Flouting Maxim of Relevant

The speakers flout the maxim of relevant in order to expect that the hearers are able to imagine what the utterances did not say.

Example:

Context: the conversation happened in a classroom between a teacher and his student in a morning.

Teacher: Why didn't you do your homework?
Student: May I go and get some water? I'm so thirsty.

http://www.academia.edu/1588301/Some_Instances_of_Violation_and_Flouting_of_the_Maxim_of_Quantity_by_the_Main_Characters_Barry_and_Tim_in_Dinner_for_Schmucks

In the above exchange, the student's answer is by no means relevant to the teacher's question. One reason for this answer can be the fact that the student is trying to evade the interrogation posed by the teacher.

4) Flouting Maxim of Manner

The speakers who flout this maxim, appearing to be obscure.

Example:

Context: the conversation happened between two friends who have not met each other for long time.

John: Where have you been? I searched everywhere for you during the past three months!

Mike: I wasn't around. So, what's the big deal?

<http://fbs.unaki.ac.id/some-instances-of-flouting-and-violating-of-the-maxim-quantity-in-some-conversation-in-the-bible>

John poses a question, which he needs to be answered by Mike. What Mike says in return does not lack the truth, however is still insufficient. This can be due to the fact that Mike prefers to refrain from providing John with the answer. John's sentence implies that Mike has not been around otherwise he did not have to search everywhere. John does not say as much as it is necessary to make his contribution cooperative. Hence, he leaves his listener unsatisfied.

5. Context

It is difficult for the hearer in a conversation to understand the speaker's meaning of what he or she says if that hearer does not know the context of situations. Context is the physical environment in which a word is used. Bublitz (2010) states that pragmatics deals with meaning in-context, which for analytical purposes can be viewed from different perspectives (that of the speaker, the recipient, the analyst, etc.). These perspectives might be different because there might be different views of context.

Context is an important concept in a conversation. According to Nunan (1993:8), context refers to the situation giving rise to the discourse, and within which the discourse is embedded. There are two types of contexts:

a. Linguistic Context

The linguistic context is the language surrounding or accompanying the piece of discourse under analysis. It refers to the words, utterances, and the sentences surrounding the piece of text. Linguistic context is discourse that precedes a sentence to be interpreted. Linguistic context is how meaning is understood without relying on intent and assumption.

b. Non-linguistic Context

Non-linguistic context is experiential context within which the discourse takes place. It refers to the real world context in which the context occurs. The non-linguistic context includes the type of communication event, for example jokes, story, lecture, greeting, conversation; the topic; the purpose of the event; the setting including location and the time of the

situation, the participant and the relationship between them and the background knowledge and the assumption underlying the communication event.

In a conversation, there are three sorts of context to observe (Cutting, 2002:3) as presented below.

- a. The situational context, what speakers know about what they can see around them.
- b. The background knowledge of context, what they know about each other and the world.
- c. The co-textual context, what they know about what they have been saying.

6. Discourse Analysis

Context and text are two inseparable aspects that work together to constitute the discourse. Text is stretch of language complete in itself and of some considerable extent. The meaning of text does not come into being until it is actively employed in a context of use. This process of activation of a text by relating it to a context of use is called as discourse.

There are various opinions on the definition of discourse. Traditionally, discourse is defined as a continuous stretch of (especially spoken) language larger than a sentence. A discourse is a behavioral unit which has a pre-theoretical status in linguistics (Crystal, 1991:106). In accordance with this definition, discourse is only seen as spoken language.

Cutting (2002:2) states that discourse analysis is approach to studying language's relation to the contextual background features. It studies the meaning of words in context, analysing the parts of meaning that can be explained by knowledge of the physical and social world influencing communication. It also studies how large chunks of language beyond the sentence level are organized.

7. English Zone Coursebook

English zone is a curriculum-based textbook for students in their eleventh year of schooling. Teachers and students find here a solid coverage of the areas of importance required by the competency standard of curriculum. The language work includes usage, vocabulary, pronunciation, comprehension, and practical English concepts. What makes the book even more special is the use of Indonesian context and stories which make students more familiar with their culture and hopefully love their country more.

The book is divided into seven units, each of which contains two or three lessons. Each lesson contains numerous features which cover the four language skills: listening, speaking, reading, and writing.

This book is arranged in such a way that the study of English should be focused yet enjoyable. Teachers and students find English Zone as an engaging and highly practical textbook.

8. Previous Research Finding

Some students of Yogyakarta State University also have conducted numbers of research concerning the conversational implicature. One of those researchs

is done by Nurazizah (2010) from the English Education Department. She conducted a research in identifying the kinds of conversational implicature and in interpreting the implied meaning of the conversational implicature. The research entitled “Conversational Implicature in MALCOM X As A Reflection Of America Social Condition In 1960s”. Her research found out that there are two kinds of conversational implicature from the utterances of the characters in the movie.

There is an obvious difference between Nurazizah’s research and this research. Although both researchers analyze the kinds of conversational implicature, the object of the research is different. The previous research analyzes a movie, while this research analyzes a coursebook.

B. Analytical Construct

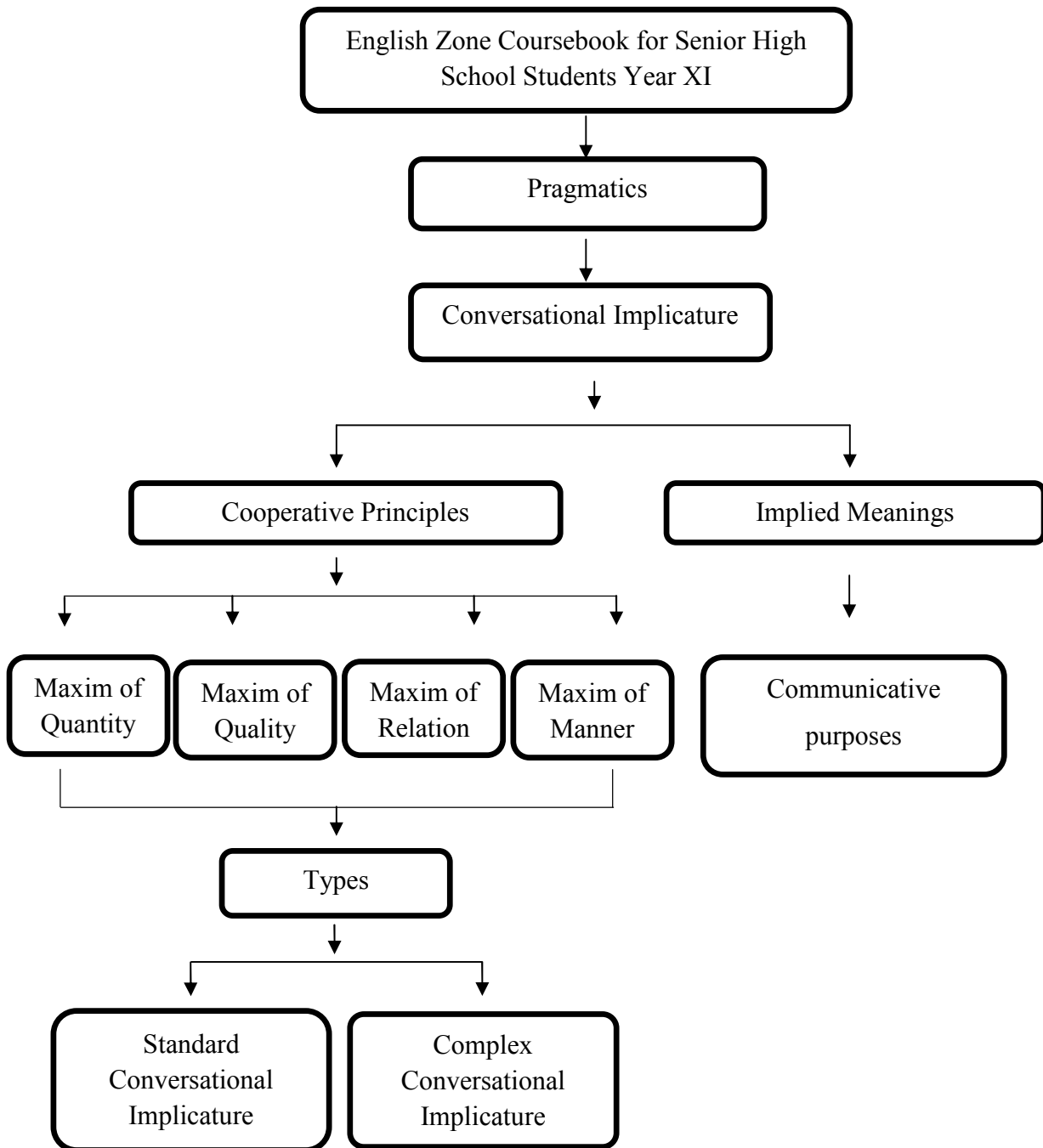


Figure 1: Analytical construct of “Conversational Implicature in English Zone Coursebook Senior High School Student Year IX”

CHAPTER III

RESEARCH METHODS

A. Type of Research

This research is descriptive qualitative research. It is an appropriate one to corner with providing the description of the phenomena or a fact in event of a life. Eysenck (2004:2) states in qualitative research, the information obtains from participants that are not expressed in numerical form. In addition, Marguerite G. Lodicoet al. (2010:142) state that qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.

This research describes the phenomena of implicature of the utterances in the coursebook. It applies a content analysis approach. Krippendorff (1981:23) states that content analysis is a research technique for making replicable and valid inferences from data to their context. The researcher makes inferences of the utterances in the coursebook.

B. Data Source

The primary source of this research is a textbook entitled *English Zone* for senior high school students year XI. The data were taken from the texts of the coursebook. The other data were from several pragmatic books, some journals which are related to the conversational implicature and from internet which can support the study.

The data of the research were in the forms of words, phrases, clauses, and utterances in the spoken texts in English Zone Coursebook which expose the phenomenon of conversational implicature.

C. Techniques of Collecting Data

The main instrument of the research is the researcher himself. The researcher read the book and collected the data from the book. He was involved in all processed of the research observation, analysis, and interpreting the data.

Table 1:Kinds of Conversational Implicature, Maxims, Context, and Implied Meaning

Code	Data	Kinds of Conversational Implicatures		Maxims				Context	Implied Meaning
		SCI	CCI	QN	QL	RE	MA		
CI 001/008									

- CI : Conversational Implicature
 001 : Number of data
 008 : Page of the coursebook
 SCI : Standard Conversational Implicature
 CCI : Complex Conversational Implicature
 QN : Quantitative
 QL : Qualitative
 RE : Relation
 MA : Manner

This research employs descriptive qualitative research. Qualitative researchers let the data ‘speak’ to them and try to avoid going into a study with a preconceived idea of what they will find (Vanderstoep, 2009:168).

D. Data Analysis

1. Types of Conversational Implicature

Sometimes, in flouting maxims the speakers expect that the hearers understand that there is an implied meaning in the conversation. A conversational implicature arises in this example below:

Rini : Hi, Ika. What are you reading?
 Rika : Hi, Rini. It's the new Harry Potter novel.
 Rini: **Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade.**
 Rika : I agree. By the way, what kind of CD is that?
 Rini : This one? Oh, it's a classic piano concerto by Mozart.
 Rika : You love classical music, don't you?
 Rini: Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so?
 Rika : Oh, well. Actually, that's the only kind of music I don't like. It puts me to sleep.

(CI/004/005)

In the data above, there is possibility that the context is when they are in a bookstore or in a library. Rini is the first who greets Rika by giving Rika a question. There is a standard conversational implicature in the conversation above. There is additional meaning in the expression “Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade”. The implicature is type of standard conversational implicature because there is

no flouting of maxims in the expression. She follows the maxim of relation because the expression is relevant to the previous topic.

2. Implied Meaning

Implied meaning is implicit meaning that can be found in an utterance. Base on the example above, there is an implied meaning in Rini's utterance that relies on non-linguistic context. There is possibility that the context is when they are in a bookstore or in a library. The meaning is that Rini likes the novel very much and wants to show her interest in the novel by saying "Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade".

E. Trustworthiness

Validity in the research is very important to make the research is accepted. To make the data is truthfulness, the researcher uses triangulation method. It was a technique to test the validity of the data.

The researcher considered to the truthfulness of the research by inviting people who considered and competent in criticizing the process of the collected data analysis. Although the research was done only by one researcher, it was always consulted to the two consultants in order to confirm the data. This research was also triangulated by two friends of the researcher, Herida Panji and Taufiqurahman. Both are students of English Education Department of Yoyakarta State University majoring in linguistics.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections; they are research findings and discussion. As mentioned in the first chapter, this research has two objectives. They are to identify the types of conversational implicature that is used in *English Zone* coursebook for senior high school year XI and to describe the implied meanings of the conversational implicature that is used in *English Zone* course book for senior high school year XI. The data gained are presented in the findings, while the detail explanation is conveyed deeply in the discussion section.

A. Research Findings

This study aims to analyze the conversational implicature which is used in *English Zone* coursebook for senior high school year XI. The findings consist of two sections, the first section presents the finding on types of conversational implicature and the second presents the finding on the interpretation of the implied meanings.

1. Types of Conversational Implicature

Based on the data analysis, the researcher found that there were two types of conversational implicature in the *English Zone* coursebook for senior high school year XI; they were standard conversational implicature and complex conversational implicature. The utterances which observe the cooperative principle are categorized as standard conversational implicature while the utterances which flout the maxims are categorized as complex conversational implicature. Most of the utterances belong to standard conversational implicature

which performs forty-one utterance where three utterance observe maxim of quantity, twenty-three utterance observe maxim of quality, four utterance observe maxim of relation, eleven utterance observe maxim of manner, and twenty-one utterance belong to complex conversational implicature where eleven utterance flout maxim of quantity, three utterance flout maxim of quality, three utterance flout maxim of relation, and four utterance flout maxim of manner. The detailed findings can be seen in the table 1 below.

Table 1: The observing maxims of cooperative principle (SCI) and the flouting maxims of cooperative principles (CCI) employed in the texts.

NO	Maxims	Frequency	Percentage (%)
1	Observing Maxim of Quantity	3	4.8%
2	Observing Maxim of Quality	23	37%
3	Observing Maxim of Relation	4	6.4%
4	Observing Maxim of Manner	11	17.7%
5	Flouting Maxim of Quantity	11	17.7%
6	Flouting Maxim of Quality	3	4.8%
7	Flouting Maxim of Relation	3	4.8%
8	Flouting Maxim of Manner	4	6.4%
	TOTAL	62	100%

a. Standard Conversational Implicature

The data are categorized as standard conversational implicature are those observing maxim of cooperative principles. In this findings, there are four maxims which are followed in the utterances; maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

The findings of observing the maxims of cooperative principles in the utterances in the coursebook can be seen in the table 1. This table shows that there is a significant difference found in the utterances. The frequency and percentage

of each maxim which are observed in the utterances are different in number. The maxim of relation shows 4.8% and the biggest frequency is in the observing maxim of quality 37%. The data categorized as standard conversational implicature are the utterances in the coursebook that observe the maxims of cooperative principle. Cooperative principle regulates how to conduct a proper and effective communication. In this research, the utterances in the texts are normally cooperating although the utterances still implied something. By observing and following the maxims of cooperative principle, the texts try to converse well and create effective communication, so that their intention can be delivered successfully.

b. Complex Conversational Implicature

Some expressions in the coursebook have also flouted the maxims of cooperative principles. This kind of implicature is called complex conversational implicature. The data are derived from the coursebook when do not obey the maxims of cooperative principles. The speakers flout the maxims in order to deliver their intention indirectly. This happens because by flouting the maxims, they want to achieve a particular communicative purpose. The result of flouting maxims of cooperative principles in the utterances in the coursebook can be seen in the table 1.

The table 1 also presents the findings of the occurrences of flouting maxims of cooperative principles in the utterances. This table shows that the utterances also flout all the maxims of cooperative principles. Like the observing maxims of cooperative principles which has different in numbers, flouting maxims result also

in different numbers except the maxim of quality and maxim of relation have the same number of frequency in flouting maxim of cooperative principles. The data categorized as complex conversational implicature are the utterances in the coursebook that flout maxims of cooperative principles. When conveying the conversation, the utterances do not observe those maxims for certain communicative purposes such as requesting, asking, etc. In this research, the complex conversational implicature is generated from the utterances that flout maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

2. The Implied Meanings

Conversational implicature is what the sentence or utterance implies. Based on the data in the coursebook, the researcher found that the conversational implicature was used in the coursebook as communicative purposes. The interpretations reveal that there are some communicative purposes in the utterance which has implied meanings. The communicative purposes consist of asking, requesting, warning, teasing, and advising. In interpreting the implied meaning of the utterances in the coursebook, the researcher relies on the context in which those are uttered, both linguistic and non-linguistic context.

B. Discussion

The interpretation of the implied meanings of the utterances contain conversational implicature. By using the discourse analysis device, the researcher analyzed the implied meanings of the utterances in the coursebook. The implied meanings of the utterances are related to the types of the conversational implicature.

1. The Analysis on the Types of Conversational Implicature of the Coursebook.

There are two distinctions in terms of the kinds of conversational implicature. They are standard conversational implicature and complex conversational implicature. The utterances which observe the maxim of cooperative principles belong to standard conversational implicature, while the utterances which flout maxim of cooperative principles belong to complex conversational implicature.

a. The utterances which are catagorized into standard conversational implicature.

The participants should follow the cooperative principle. They should observe the maxim of quality, quantity, manner, and relation. The explanation is as follows:

- 1) Standard conversational implicatures which observe the maxim of quantity.

The speakers should give the information as much as required so it can be concluded that the speakers observe the maxim of quantity in a discourse.

It can be seen in the following data:

Nadia	: I am calling because I want to know your condition right now.
Ika	: Yeah, I am okay. Why? Is there anything wrong?
Nadia	: I am wondering to the gossip in the school about you.
Ika	: Well, I have just heard the news slightly embarrassing, right?
Nadia	: Tell me your feelings now?
Ika	: Of course, I got embarrassed.
Nadia	: do you have any idea who is the trouble maker?
Ika	: Well, it could be Lisa or Donna or someone else.
Nadia	: May I know what is your decision?
Ika	: I am not sure. Maybe I will talk to our teacher.

(CI/046-47/150)

It happens in a phone-call between Nadia and Ika. They are talking about the gossip in the school about Ika. The expression “I am wondering to the gossip in the school about you”, which is delivered by Nadia has an implied meaning. The implied meaning is that Nadia wants Ika to tell the truth about the gossip in the school. In this case, Nadia follows maxim of quantity. The last expression which is delivered by Ika has implied meaning, “May be I will talk to our teacher”. It means that Ika will tell the truth to the teacher about the news. She follows maxim of quantity because she gives information as much as required to Nadia’s question.

Reporter	: Good morning. I am now talking to Erick Weinhanmayer, live from Mount Everest. How are you there, Erick?
Erick	: Good morning. I can say I am pretty fine.
Reporter	: Is it right that you have had a minor accident?
Erick	: Yeah. I slipped and fell. My back hurts slightly.
Reporter	: What’s your team’s comment about the sudden changing of condition?
Erick	: They said it’s a royal pain! Ha ha ha.

(CI/056/207)

The conversation happens between a reporter and a man who climbed a mount everest. The reporter asks about his condition and his team. By answering the question with “They said it’s a royal pain! Ha ha ha”, it means that Erick and his team feel good and still want to finish the climbing. It is shown by the fact that Erick can throw a joke to the reporter which shows that he is good. He follows maxim of quantity by delivering the expression to the first speaker as much as required.

- 2) Standard conversational implicatures which observe the maxim of quality.

The participants should be truthful for giving the information. The speakers make propositions or provide information that she or he believes to be true. The data can be seen in the example below:

The example of standard conversational implicature in a dialog in the coursebook is shown the conversation between Erliani and Bisma which is located in a classroom.

<p>A: Hi. Is this seat taken? B: No. Help yourself. A: You’re a new student here, aren’t you? B : Yeah, that’s right. My name is Erliani, but everyone calls me Lili. What’s yours? A: I’m Bisma. Do you live near here? B: No, I live out of town, in a village about an hour and a half from here. A: Oh, I think that’s preety far. B: I know, but my father runs his business there. Besides, I love the tranquility the village offers. A: I see.</p>

(CI/003/005)

The conversation takes place in a classroom between a new student and one of the students in the classroom. By saying “I know, but my father runs his business there. Besides, I love the tranquility the village offers” Erliani wants to show to Bisma that she lives there because of her father’s job which requires them to live there but she loves to live there. She tells the truth about the condition why she lives there so she observes maxim of quality.

<p>Rika: You love classic music, don’t you? Rini: Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don’t you think so? Rika: Oh, well. Actually, that’s the only kind of music I don’t like. It puts me to sleep.</p> <p style="text-align: right;">(CI/005/005)</p>
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The conversation happens between two friends, Rika and Rini who are talking about classical music. The expression “It puts me to sleep” means that Rika does not agree with Rini’s opinion about the classical music but she tells the truth of what she feels so she follows maxim of quality.

<p>A: What do you think about the banner? B: Which one? Is this the banner standing near the door? A: Yes, the banner about the newspaper subscription. B: I think it is not appropriate to be put there since it is the main door to a kindergarten. A: You are right, but I guess it is intended to attract parent’s attention.</p> <p style="text-align: right;">(CI/008-9/009)</p>

The conversation happens near a kindergarten between two adult people (children parents). The second speaker’s meaning by using that utterance is

that the banner about newspaper subscription is not effective to be put near the kindergaten because there are just children over there but the second speaker refuses the opinion by saying “You are right, but I guess it is intended to attract parent’s attention”, the implied meaning is that the first speaker wants to show that the second speaker’s statement is wrong so he/she agrees to the banner to stand near the door. They follow the maxim of quality because they believe to be true.

Earthquake often happens around us. It brings great damages.
Earthquake is hard to be predicted and that makes lot victims.
 (CI/016-17/032)

Actually, the utterances in the text are not in a real conversation but those are written in a text (report text). The text tells about earthquake. There are utterances which have implied meanings in the text. Those are “Earthquake often happens around us”and “Earthquake is hard to be predicted and that makes lot victims”.The writer wants to inform something through the first utterance.It means that we should be careful with the condition of our place because earthquake can happen around us. The second utterance means that the first speaker (the writer) wants to warn us that earthquake is very dangerous. The writer follows maxim of quality by saying the truth.

A : Would you please turn on the radio now? **Sorry but I’m still washing my hands.**
 B : Sure, no problem. It is your favorite ghost story time, isn’t?

(CI/021/060)

It happens in a house between two people. The expression “Sorry but I’m still washing my hands” means that the first speaker wants to ask somebody to turn the radio on for him because he cannot do that in that moment. The first speaker says the truth about the situation which shows that he follows the maxim of quality.

A: Yes. It’s ‘True Encounter’ time. **Would you mind sitting here with me? I like ghost stories but it’s just too scary to sit and listen to the program all alone.**

B: Not at all. I’d be glad to.

A: The program starts. Listen, please. A man has just started his ‘true encounter’ story.

B: Okay. Could you possibly turn the volume down? It’s getting creepier.

A: Certainly.

B: You wouldn’t mind turning it off, would you? I’m getting scared.

A: **Yes, I am sorry it’s my favorite.**

(CI/022-23/060)

The conversation happens in a house between two people. There is implied meaning in the next utterance which is said by the first speaker “Would you mind sitting here with me?” “I like ghost stories but it’s just too scary to sit and listen to the program all alone. It means that he feels rather scared if he has to listen to it alone. When the second speaker asks to turn the radio off, the first speaker answers with “Yes, I am sorry it’s my favorite”. It means that he does not want to turn it off because it is the part she is waiting for. By saying that expression she follows maxim of quality.

Claudia: Did you hear the rumor that a mysterious figure of a boy can be seen in one of the empty rooms of our school dormitory last night.

Aditya : Oh, my God! So, he is a ghost?

Claudia: **I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences.**

Aditya : Tell me.

Claudia: One week ago, a boy's excruciating cry was heard in the middle of the night. But, when the ones who heard it opened the doors of the room, the cry suddenly stopped.

Aditya : Oh, my! That's so spooky.

Claudia: And then three days ago, blood stains are found on the terrace of the third floor. Strangely, the blood suddenly disappeared when one girl collapsed from fright.

Aditya : **Oh, my God! I' better go and pray now.**

(CI/025-26/068)

The conversation happens between Claudia and Aditya in a classroom. They are talking about the ghost in the school. Claudia says "I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences", it means that she hesitates to her own opinion about she doesn't believe to ghost but she is telling the truth. When Claudia is telling about the ghost, Aditya says "Oh, my God! I' better go and pray now" it means that Aditya does not want to see a ghost because he is really scared about it. They observe the maxim of quality by saying the truth.

Claudia : My aunt was a heavy smoker. She has a cancer. **The doctor said that it resulted from her smoking habit.**

Bisma : Oh, I'm sorry.

Claudia: Then she warned me about the dangers of smoking. She stopped smoking, too, of course. By the way, do you smoke? If you do, it is advisable that you stop smoking.

Bisma: Fortunetelly, I don't smoke. **I hope that I'll never give into the temptation of smoking.**

(CI/033-034/093)

The conversation happens between Claudia and Bisma. They are talking about the disadvantages of smoking. “The doctor said that it is resulted from her smoking habit”, the expression means that smoking is very dangerous to her healthy and it has bad effects to her body. The expression is used to warn Bisma. Bisma’s utterance “I hope that I’ll never give into the temptation of smoking” has implied meaning. It means that he does not want to get any diseases which are caused by smoking. They observe maxim of quality by saying the truth to what they believe about smoking.

A: Hi Bobby, I heard you got an accident.

B: Yeah I fell and broke my leg on that rock-climbing event. **Boy, if you only knew how much it hurt!** I had to be taken to the nearest hospital kilometers away. Some friends literally held me there since there were no cars at all.

A: Sorry to hear about the accident. You should be grateful, however, since you have many great friends who paid so much attention.

B: Indeed, they are true friends. I lost my consciousness and what a relief to see hours later that a doctor and some nurses treated my broken leg. **Thanks God I wasn’t running out of blood.**

A: Yeah, you are considered quite lucky because **it was such a high rock that you climbed.**

B: Right. And it is truly a pleasure to have you here to ask me how I feel.

A: **That’s what friends are for, Bobby.**

(CI/035-38/106)

The conversation happens between two students who share the same extracurricular activity in their school (rock-climbing) and one of them got an accident in a rock-climbing event. The expression “Boy, if you only knew how much it hurt!” means that he feels very hurt when the accident happens to him and he says what he actually feels about his condition. In the

expression “Thanks God I wasn’t running out of blood”, Bobby thinks that if he was running out of blood he would die. He wants to thank god by delivering that expression. In the next expression, Bobby’s friend says “it was such a high rock that you climbed”, she tells the truth about the circumstance of the climbing condition. She means that it can be a serious damage which can happen to Bobby from being accident in that place. The last expression which is said by the second speaker also has an implied meaning. It means that the second speaker really cares of him by saying “That’s what friends are for, Bobby”. All of them observe the same maxim that is maxim of quality because they say the truth about what they feel.

X: Hi. How’s it going?

Y: Pretty good and you?

X: Great. So, how’s that someone special that you fall in love.

Y: Well, we’ve been going quite steady.

X: **Wow, I’m so happy to hear that. I thought the two of you only had a puppy love.**

Y: No, we’ve been serious from the beginning.

X: So, are you going to tie the knot soon?

Y: **Not that soon although we are very much in love.**

(CI/039/120)

It happens in a conversation between two friends who are talking about marriage. The first speaker says “Wow, I’m so happy to hear that. I thought the two of you only had a puppy love”, it means that she is not sure about the relationship of her friend who will get married. She wants to convey her feeling by saying the truth. In this case, she follows maxim of quality. In the second expression “Not that soon although we are very much

in love”, it means that the second speaker wants to convey that she is ready for the moment although it is not in that soon to hold the marriage. The second speaker follows maxim of quality because she tells the truth about her feeling.

<p>Y: My grandma always says that I am her engagement. X: That’s true. I can see that. Y: It’s her birthday tomorrow. I’m going to send her this tart. X: With those three little words on it! It’s so thoughtful of you. <p style="text-align: right;">(CI/043-44/121)</p> </p>

It happens between friends talking about the present that should be given to her grandma’s birthday. The expression of the first speaker means that her grandma loves her very much and cares about her. The next utterance which has implied meaning is “It’s her birthday tomorrow”, it means that she wants to do something in her grand mother’s birthday. Both of the expressions observe the same maxim, that is maxim of quality by saying the truth about the feeling to her grandmother.

<p>Woman : Good afternoon, are you being helped? Man : No, I’m not. I’m interested in some batik scarves. Woman : All right, Sir. What do you think of this one here? It’s made of silk. Man : Umm, it looks nice, but is it handmade? Woman : All of the batik scarves here are handmade, Sir. <p style="text-align: right;">(CI/053/201)</p> </p>
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The conversation happens in a batik store between a customer and a store worker. There is something which is implied by the worker in that

conversation by giving the utterance to respond to the customer's question. There is a maxim which is followed by the worker in the expression "All of the batik scarves here are handmade, Sir", in which she wants to convey that the customer no need to worry about the batik scarves which are sold in the store, all of the batik scarves are handmade. She has followed maxim of quality because she tells the truth about the condition of the batik.

Man	: the next time you are late again for basketball practice, I'll make sure you'll never play in real games!
Girl	: I'm sorry Sir, but I had a flat tire.
Man	: Huh! Just another excuse.....
(CI/060/212)	

The conversation happens in a basketball practice class. The teacher feels angry to his student because of her late to the class, the student says that she had a flat tire. It means that her lateness is because of the flat tire and she wants her teacher to forgive her due to the accident and the answer shows that she follows maxim of quality by saying the truth.

- 3) Standard conversational implicatures which observe the maxim of relation.

The speakers make a contribution to the communicative exchange that is relevant to the topic of the discourse. It can be seen in the following data:

Rini: Hi, Ika. What are you reading?
Rika: Hi, Rini. It's the new Harry Potter novel.
Rini: **Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade.**
Rika: I agree. By the way, what kind of CD is that?
Rini: This one? Oh, it's a classic piano concerto by Mozart.

(CI/004/005)

Rini's expression "Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade". It means that Rini wants to show her interest in the novel as what Rika gets interest in reading the novel. Rini tries to keep the conversation by following the topic of conversation. She follows the maxim of relation because the expression is relevant to the previous topic.

A: I'm totally not satisfied with the way some people treat animals.
 B: **Definitely, as if hunting and forest destruction were not enough.**
 A: Have you ever visited one of the Orangutan rehabilitation centers?
 (CI/019/047)

The conversation happens between two people who love animals. They are talking about how people treat animals. Second speaker's expression "Definitely, as if hunting and forest destruction were not enough" means that he wants to show his feeling about the greedy people who treated the animals and their habitat. In this case, the second speaker has followed the cooperative principle by observing maxim of relation. The expression is relevant to the previous topic.

A: Right. When Gulliver reached the island, he was too tired to keep eyes open. When he woke up, he could not move. He was held down by some ropes, and his long hair was pinned to the ground. He looked around and saw none of his friends there. He was sad to know that he was the only survivor.
 B: **Yes, it must be a devastating moment for him.**
 (CI/045/134)

It happens when a friend tells about a story to his friend about the story of Gulliver. The expression "Yes, it must be a devastating moment for him" means that the second speaker follows the first speaker's story, and he wants to show his feeling of sympathy to Gulliver. The expression is still relevant to the previous topic so the second speaker follows maxim of relation.

Man : I highly recommend you not to smoke in public places here.

Woman : Why? Are there any rules for public smoking here?

Man : **Yes, and you could be fined or jailed.**

(CI/052/207)

The conversation happens in a public place. It happens between a man and a woman who is smoking. “Yes, and you could be fined or jailed”, it means that the man warns the woman to stop smoking or she can be jailed because of her attitude. The man has followed maxim of relation. The expression is relevant to the previous topic. The woman can be fined or jailed if do not follows the rules for public smoking there.

- 4) Standard conversational implicatures which observe the maxim of manner.

The speakers should deliver the information as clear and as comprehensible as possible. They take all precautions to ensure such clarity in terms of performance and delivery. The data can be seen in the following example:

Cultural note. If someone says, “**Terrible weather, isn’t it?**” avoid just

saying “Yes”. Instead, you can say “Yes, I wish it would stop raining” or

“Yes, it wasn’t like this last summer, was it?”

(CI/007/007)

The example above is the example of standard conversational implicature which happens in a dialog but it is like more the writer as the first speaker wants to deliver information to the readers.

The expression “Terrible weather, isn’t it?” is used to begin a conversation so avoid just saying “Yes” and the second utterance “Yes, it wasn’t like this last summer, was it?” is used to respond the first utterance above. The speaker wants to make the conversation as clear and as comprehensible as possible by saying that expression. The speaker follows maxim of manner by avoiding an ambiguity.

A: Is this the only kind you have?

B: No. We have some in a different color; but not in that style. They are over there.

A: Oh, yes. I think I’ll look at them before I decide.

(CI/014-15/015)

The conversation happens in a stationary shop between a customer and a worker who works in that shop. “Is this the only kind you have?”. It means that she wants to see the other kind of pencil sharpener and she wants the worker to show her the other kinds of the sharpeners. The first speaker avoids ambiguity by saying that utterance directly to the point of matter so she follows maxim of manner. The expression “They are over there” which is said by the worker to the customer means that he asks the customer to see it in that place, it is like a speech act. The second speaker has followed maxim of manner by answering the question clearly.

Don't feed the animals.
Make sure your car is in good condition.
Don't drive faster than 10 KM/ Hour.
Don't get out of the car.
Don't bring any pets in your car.

(CI/027-031/077)

The utterances are not stated in a dialog directly but those are in a functional text explanation about precaution in a Safari Park.

"Don't feed the animals", we can find the expression in a zoo. It means that it is too dangerous to feed the animals because they might be attacked by the animals or the food can make bad effects to the animals. The expression has followed maxim of manner because it is stated clearly and there is no ambiguity in that utterance.

"Make sure your car is in good condition". The expression means that before the car is used to enter the safari park, it is better to check the car up to avoid the car stuck in the middle of the park. There is a communicative purpose in that utterance such as requesting. The expression is clear and no ambiguity which shows that it follows maxim of manner.

"Don't drive faster than 10 KM/ Hour". It means that it is too dangerous to drive fast in the area of park because it can harm the animals. The expression is clear and no ambiguity. It is to make people who visit the safari park to drive slowly. The utterance follows maxim of manner by delivering the information as clear and as comprehensible as possible.

“Don’t get out of the car”.It means that if the people get out of the car while in the park, they might be attacked by the animals. It is clear that people are prohibited to get out of the car in order to make the trip safe.

“Don’t bring any pets in your car”.The implied meaning of the utterance is that if they bring a pet in their car can attract the animals in the outside to get closer to you and it is very dangerous. The utterance also observes maxim of manner by avoiding an ambiguity.

X:You look so happy. Oh, that rings! Are you going to tie the knot soon?

Y: No. it was my birthday yesterday, and he gave me this ring while saying he is falling love with me.

X: Oh, that’s so sweet! I like both of you.

Y: Why?

X:You are true love, always whispering to each other and looking into each other’s eyes.

(CI/041-42/121)

The conversation happens between friends who are talking about love. The expression “You look so happy. Oh, that rings! Are you going to tie the knot soon?” means that the first speaker wonders to the second speaker, whether she is getting married soon or not? By saying that utterance the first speaker delivers the question directly to the point so she avoids an ambiguous question which shows that she follows maxim of manner. In the last expression of “You are true love, always whispering to each other and looking into each other’s eyes”, which is delivered by the first speaker, it means that she is jealous to the couple why they can do that. The first

speaker follows maxim of manner by saying that expression because the expression is clear and without ambiguity.

Man : **I highly recommend you not to smoke in public places here.**

Woman: Why? Are there any rules for public smoking here?

Man : Yes, and you could be fined or jailed.

(CI/051/207)

The conversation happens between a man and a woman who is smoking in a public area. The man says “I highly recommend you not to smoke in public places here”, it has an implied meaning. It means that he does not like to see the woman smokes in a public area and he feels uncomfortable with the situation. He uses the expression directly to warn the second speaker and there is no ambiguity which shows that he follows maxim of manner.

b. The utterances that categorized into complex conversational implicature.

The utterances which flout and do not follow the maxims of the cooperative principle belong to complex conversational implicature.

- 1) The utterances which flout maxim of quantity.

A: Hi. Is this seat taken?
 B: No. Help yourself.
 A: You're a new student here, aren't you?
 B: **Yeah, that's right. My name is Erliani, but everyone calls me Lili.**
 What's yours?
 A: I'm Bisma. Do you live near here?
 B: **No, I live out of town, in a village about an hour and a half from here.**
 A: Oh, I think that's pretty far.
 B: I know, but my father runs his business there. Besides, I love the tranquility the village offers.
 A: I see.

(CI/001-2/005)

The dialog in the text happens between Erliani and Bisma. Erliani is a new student in the class. Erliani answers Bisma's question by using that expression "Yeah, that's right. My name is Erliani, but everyone calls me Lili" instead of just saying yes or no because she wants to get relationship as a friend with the student in the class by introducing herself. The utterance flouts maxim of quantity because B gives information more than is required. There is also another utterance which flouts the maxim of quantity in "No, I live out of town, in a village about an hour and a half from here, in which Erliani gives too much information by saying that answer from Bisma's question. It means that Erliani wants Bisma to know that her house is far from the school.

Rini: Hi, Ika. What are you reading?
 Rika: Hi, Rini. It's the new Harry Potter novel.
 Rini: Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade.
 Rika: I agree. By the way, what kind of CD is that?
 Rini: This one? Oh, it's a classic piano concerto by Mozart.
 Rika: You love classic music, don't you?
 Rini: **Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so?**
 Rika: Oh, well. Actually, that's the only kind of music I don't like. It puts me to sleep.

(CI/006/005)

The conversation between Rini and Rika is located in a bookstore. They are talking about novel and classical music. In the expression “Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so?” which is delivered by Rini, it shows that she flouts maxim of quantity because she gives more information than is required. The utterance means that she commits to her opinion that classical music is the biggest masterpiece of music. She wants to explain to Rika that she loves classical music very much.

B: Is it put on a banner?
 A: **Yes, there are many standing banners about it along this street.**
 B: What do they say?
 A: The latest series offers the best features that no other cell phones have.

(CI/011/009)

The conversation happens between two people. One of them who have already seen a banner about cellphone advertisement tells it to the second speaker about it. The utterance also involves an implied meaning. It means

that the first speaker asks the second speaker to read the banners which are in the street and it flouts a maxim of quantity because the first speaker gives the information too much instead of saying yes or no related to the question.

A: How much is this?

B: **You mean the big pencil sharpener or the small one?**

A: The large one.

B: **They are on special this week. They are only thirty thousand rupiahs.**

(CI/012-13/015)

The conversation happens in a stationary shop between a customer and a worker who works in that shop. The expression “You mean the big pencil sharpener or the small one?” is delivered by the second speaker to answer the first speaker’s question and it does not answer the question at all because it is not an answer but it is rather a question too. It means that the second speaker refuses the first speaker’s question because the question is not in detail. The second speaker also flouts a maxim of quantity by saying the second utterance, in which he adds some information in the utterance of “They are on special this week. They are only thirty thousand rupiahs”. It means that the price is different from the common price in that week.

A: Hey, have you ever heard about animals being injected and killed in an experiment?

B: **Oh, yes, I’ve read about it. Animals like gorillas and chimpanzees are used to test the safety of drugs and cosmetics.**

A: I’m totally not satisfied with the way some people treat animals.

B: Definitely, as if hunting and forest destruction were not enough.

A: Have you ever visited one of the Orangutan rehabilitation centers?

B: **Yes, I visited one in central Kalimantan, in Tanjung Puting. The name is Camp Leaky. But I think the number of Orangutan**

rehabilitation centers in Indonesia is not satisfying.

A: I think so. Anyway, you should also visit the one in my hometown, Medan, the Bohorok Orangutan Rehabilitation. It's definitely the best Orangutan rehabilitation center.

(CI/018-20/047)

The conversation is between two people who love animals. The B's utterance is flouting maxim. B says, "Oh, yes, I've read about it. Animals like gorillas and chimpanzees are used to test the safety of drugs and cosmetics", which shows that he gives more information than is required. In another part, he responds A's question "Hey, have you ever heard about animals being injected and killed in an experiment?" it means that B understands more about the topic so he gives much information about it. The second utterance which flouts the maxim of quantity because of giving too much information is in "Yes, I visited one in central Kalimantan, in Tanjung Puting. The name is Camp Leaky. But I think the number of Orangutan rehabilitation centers in Indonesia is not satisfying" which is delivered by second speaker. It means that he wants to show him that he knows much about the topic so he tells it to the first speaker.

Bisma : Have you ever tried smoking, Claudia?

Claudia: **Honestly, yes, I have. It was out of curiosity, but then led to a habit. I regretted doing it, though.**

(CI/032/068)

The conversation happens between Claudia and Bisma. They are talking about the disadvantages of smoking. Claudia answers Bisma's

question by giving too much information. She admits that smoking is a bad habit by saying “Honestly, yes, I have. It was out of curiosity, but then led to a habit. I regretted doing it, though”.

Woman	: Good morning. Modern Cooperative Shop. How can I help you?
Man	: Good morning. I’m reading in your website something about Noni Juice. It seems pretty helpful for my diabetes.
Woman	: It is, Sir.
Man	: And since I live in North Sulawesi, would it be possible e juice for you to send the juice here?
Woman	: Of course Sir. We can send it all over Indonesia.
Man	: Good. How much is a bottle of this Noni Juice?
Woman	: It costs three hundred and fifty thousand rupiahs.
Man	: How about the the terms of payment?
Woman	: Well, actually you can read it on our website, but I’d gladly explain them to you. First, you have to pay half the total price for the down-payment, then after we inform that the juice is ready for delivery, you have to pay the rest including the consignment fee. All is paid by credit card.
Man	: I see. Send me two bottles, please.
Women	: Would you please send us your name and address by email.

(CI/054-55/201)

The dialog above happens in a telephone call between a shop worker and a customer who will buy the juice from the shop. The caller is from North Sulawesi. He wants the juice is delivered to his house in Sulawesi but he worried about the delivery, is it possible or not to send to his house there. Then, the worker says that “We can send it all over Indonesia”, there is an implied meaning in that utterance and she flouts maxim of quantity by giving that utterance because she does not answer the question as required as possible. Then, the customer asks about the payment and the worker says “Well, actually you can read it on our website, but I’d gladly explain them

to you”, which shows that by giving that answer, she wants him to read the payment method in the website. Such an utterance is like a speech act which is included in the implied meaning but by adding “but I’d gladly explain them to you”, which shows that she will serve the customer well. However, she flouts maxim of quantity because she gives more explanation than it is required.

2) The utterances which flout maxim of quality

People : What’s happen? Kiai : She will not appear again. I have killed her. <div style="text-align: right;">(CI/024/063)</div>
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The conversation happens in a text. The text tells about the ghost who often appears in the house and scared the people in the house. It happens between the Kiai and the people who live in the house. The Kiai expressed that utterance to the people in the house to make them not to be worry about the ghost because she will not bother them anymore. The Kiai has flouted the maxim of quality because he seems to give exaggerating information by using that utterance and without telling the truth.

Animals : Why are you laughing? Monkey : I am laughing because you are all scared of the lion. I am not afraid of him. He has been working for me for years. <div style="text-align: right;">(CI/050/170)</div>
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The conversation appears in a text in the coursebook. It happens in a jungle where many animals scared about the lion. “I am laughing because

you are all scared of the lion. I am not afraid of him. He has been working for me for years”, the utterance means that the monkey is the boss of the lion and the lion will do everything he ask. The monkey flouts maxim of quality because the monkey does not tell the truth about the real situation.

Boy	: Now, every student in this school knows that I have a crush on Yunita. Thanks to Cyndi! You know, I’ve told Cyndi my feeling for Yunita is a secret, it won’t go any farther.
Girl	: Yeah, Cyndi shouldn’t have told her friends about it. Now it is not secret anymore.
(CI/062/212)	

The conversation happens between a boy and a girl in a classroom. They are talking about another friend, Cyndi who makes the boy feel angry. The boy says “Thanks to Cyndi!”, he feels angry but he thanks Cyndi who tells his secret to all the students. There is an implied meaning in his utterance, in which he does not thank any positive value of his friend but he disappointed to her why she tells the secret to other.

3) The utterances which flout maxim of relation

Camel	: Mom, why do we have these huge two-toed feet?
Camel’s mother	: Well son, when we trek across the desert, our toes will help us stay on top of the soft sand.
Camel	: Mom, why do we have these long eyelashes?
Camel’s mother	: They are there to keep the sand out of our eyes on the trips through the desert.
Camel	: Mom, why have we got these great big humps on our back?
Camel’s mother	: They are there to help us store water for our long trek across the desert, so we can go without drinking for long periods of time.
Camel	: So we have huge feet to stop us from sinking, long eyelashes to keep the sand out of our eyes, and these humps to store water.
Camel’s mother	: Yes dear.

Camel : **So why are we in the Surabaya zoo?**

(CI/057/212)

It is like a funny conversation between a camel and her son, it happens in a zoo. Her son always asks about the use of parts of their body. After his mom answers all of his questions about the use of their body which is related to their habitat in desert, he gives the last question “So why are we in the Surabaya zoo?, which implies that all of his mother’s answers are useless to the circumstance where they live now and he flouts maxim of relation because the expression is not relevant to the previous topic.

Boy : Hi, Anita. Have you seen my newly uploaded photos? I won the race.

Girl : Huuh. Mr. I Putu Agung Mahardika..... **Do you know what time is it?**

(CI/059/212)

This conversation happens between two friends in the midnight. The first speaker asks about the photos which are just uploaded by him but he get an unexpected answer. His friend says “Do you know what time is it?”, which means that she is angry to him because it’s time to sleep but he still bother her. The girl also flouts maxim of relation because the expression is not relevant to the previous topic.

Girl : Hey, can you turn the CD off? Somebody is trying to sleep here.

Boy : **Wait a minute! It’s my house! It’s my right!**

Girl : You’re nuts! Tomorrow is our big day and I can’t sleep!

(CI/061/212)

The context of the conversation is in a house or an apartment between a girl and a boy who is listening music in the CD. The girl wants him to turn the CD off, but he answers “Wait a minute! It’s my house! It’s my right!”, in which he just implied something. He does not turn the CD off by saying that utterance and he just flouted maxim of relation because he does not follow one of the cooperative principles and the expression is not relevant to the previous topic.

4) The utterances which flout maxim of manner

A: I’ve just seen the latest XYZ-berry advertisement.

B: Do you think it is the best cell phone?

A: Well, I can’t say that for sure before I check it.

(CI/010/009)

It happens between two people. One of them who has already seen a banner about cellphone advertisement tells it to the second speaker about it. The first speaker uses the expression in the very beginning in the conversation by saying “I’ve just seen the latest XYZ-berry advertisement”. The implied meaning of that expression is that the first speaker wants the second speaker to talk about it. The expression is not clear especially regarding the reason why directly the first speaker talks about it. He flouts maxim of manner by giving an ambiguity statement.

A : Hello, Squirrel the tree climber!

B : Hey! you know it really burns me up when people call me by that name!

A : Oops, sorry. It’s just that I heard some boys called you like that.

B : Yeah, okay. Forget it.

(CI/048/162)

The conversation happens between two friends. The first speaker says the expression “Hello, Squirrel the tree climber!” to greet the second speaker. There is something implied in the utterance. The first speaker wants to convey his wondering to the first speaker why people called the second speaker with that way. The expression is not clear and there is an ambiguity in the utterance which is delivered by the first speaker. He has flouted maxim of manner.

<p>Buaya : Hi, Beruk, my friend! I have been watching you from the water admiring you and also envying you. What a good and happy life you lead! I only wish I were as lucky as you.</p> <p>Beruk : Why, what’s the matter with you?</p> <p>Buaya : I am in great trouble, Beruk.</p> <p>Beruk : What could that be?</p> <p>Buaya : If I tell you my trouble, would you be willing to help me, or at least sympathize with me?</p> <p>Beruk : Of course.</p> <p style="text-align: right;">(CI/049/165)</p>

The conversation happens between Buaya and Beruk in a jungle. The utterance which is delivered by the buaya has an implied meaning. It means that the Buaya wants to attract the Beruk’s attention by saying the utterance. The Buaya is starving. The expression is not clear and obscure so the Buaya has flouted maxim of manner.

<p>Camel : I wonder how you can jump through that height fence and how high do you think the fence should be?</p> <p>Kangaroo : Probably a hundred feet, unless somebody starts locking the gate at night.</p> <p style="text-align: right;">(CI/058/212)</p>

The context of that conversation is in a zoo where the guards of the zoo try too make the fence higher to avoid a kangaroo jump through the

fence but the kangaroo always succeed to get out of the fence. Then, the conversation happens between the kangaroo and a camel. The camel wonders why kangaroo can always escape from the fence and the kangaroo answers it by giving this expression “Probably a hundred feet, unless somebody starts locking the gate at night”, the kangaroo wants to convey something that the matter is not about the fence but the guards who do not lock the fence. In this case, the kangaroo flouts maxim of manner by giving an ambiguous answer to the camel.

2. The Analysis of the Interpretation of the Implied Meanings of the Utterances in the Coursebook.

Implicature is an additional conveyed meaning. Something must be more than just the words mean. The implied meaning of the utterances in the spoken texts in the coursebook are about giving communicative purposes. They are requesting, advising, warning, etc.

In the interpreting the implied meanings of the utterances in the spoken texts of the coursebook, the researcher relied on the context, both linguistic context and non-linguistic context. The explanation is as follows:

a. The Interpretation of the Implied Meanings of the Utterances in English Zone Coursebook that Relies on the Lingistic Context.

Linguistic context is the language surrounding or accompanying the piece of discourse under analysis. It refers to the words, utterances, and the sentences surrounding the piece of text. Linguistic context is

discourse that precedes a sentence to be interpreted. Below is the interpretation of data based on the linguistic context.

Claudia: Did you hear the rumor that a mysterious figure of a boy can be seen in one of the empty rooms of our school dormitory last night.

Aditya: Oh, my God! So, he is a ghost?

Claudia: **I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences.**

Aditya : Tell me.

Claudia: One week ago, a boy's excruciating cry was heard in the middle of the night. But, when the ones who heard it opened the doors of the room, the cry suddenly stopped.

Aditya : Oh, my! That's so spooky.

Claudia: And then three days ago, blood stains are found on the terrace of the third floor. Strangely, the blood suddenly disappeared when one girl collapsed from fright.

Aditya : **Oh, my God! I'd better go and pray now.**

(CI/025-26/068)

In the data above, the linguistic context helps the second speaker to interpret first speaker's utterance depending on what the first utterance says. They are talking about ghost. Ghost is something spiritual which is scared of people. In the second expression, "Oh, my God! So, he is a ghost?" second speaker wants to the first speaker to explain the truth of the story. Through the expression "I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences", it can be inferred that the first speaker wants to convince the second speaker that the story is not true. In the next expression "Oh, my God! I'd better go and pray now", it means that the second speaker does not want to meet a ghost and he is afraid of ghost.

Another example is presented below:

X: Hi. How's it going?
 Y: Pretty good and you?
 X: Great. So, how's that someone special that you fall in love.
 Y: Well, we've been going quite steady.
 X: **Wow,I'm so happy to hear that. I thought the two of you only had a puppy love.**
 Y: No, we've been serious from the beginning.
 X: So, are you going to tie the knot soon?
 Y: **Not that soon although we are very much in love.**

(CI/039-40/120)

In the data above, the linguistic context has a big role in interpreting the utterances. They are talking about love and the first speaker mentions a puppy love in the conversation. Puppy love happens to teenagers who make it as their temporary love. In the expression “Wow, I’m so happy to hear that. I thought the two of you only had a puppy love”,it means that the first speaker thinks that the second speaker is not serious with the relationship. The first speaker asks “So, are you going to tie the knot soon?”, “tie the knot” is another words for marriage. It helps to interpret the next utterance meaning. In the utterance “Not that soon although we are very much in love”,it means that the second speaker needs to prepare the marriage and to considerate on it.

b. The Interpretation of the Implied Meanings of the Utterances in English Zone Coursebook that Relies on the Non-Linguistic Context.

Non-linguistic context is experiential context within which the discourse takes place. It refers to the real world context in which the

context occurs. The non-linguistic context includes the types of communication event, for example jokes, story, lecture, greeting, conversation; the topic; the purpose of the event; the setting including location and the time of the situation, the participant and the relationship between them and the background knowledge and the assumption underlying the communication event. Below is the interpretation of data based on non-linguistic context:

<p>A: What do you think about the banner? B: Which one? Is this the banner standing near the door? A: Yes, the banner about the newspaper subscription. B: I think it is not appropriate to be put there since it is the main door to a kindergarten. A: You are right, but I guess it is intended to attract parent's attention.</p> <p style="text-align: right;">(CI/008-9/009)</p>

The participants of the conversation are two people who are talking about a banner in a kindergarten. The topic of the conversation is about a newspaper subscription banner which is put in the main door of the kindergarten. The expression “I think it is not appropriate to be put there since it is the main door to a kindergarten” means that the second speaker does not agree to the banner which is put in the kindergarten. The second expression “You are right, but I guess it is intended to attract parent’s attention” means that the first speaker refuses the second speaker’s utterance. People who go to the kindergarten are not only the children but also their parents. So the second speaker thinks that the banner is appropriate to be put in the kindergarten.

Another example of utterance which relies on the non-linguistic context is presented below:

A: How much is this?
B: You mean the big pencil sharpener or the small one?
A: The large one.
B: They are on special this week. They are only thirty thousand rupiahs.
A: **Is this the only kind you have?**
B: No. We have some in a different color; but not in that style. **They are over there.**
A: Oh, yes. I think I'll look at them before I decide.

(CI/014-15/015)

The participants of the conversation are a customer and a worker. The setting is in a shop. The topic of the conversation is about the price of a pencil sharpener. The purpose of the expression "Is this the only kind you have?" is to ask the worker to show her the other kind of pencil sharpeners. The second expression "They are over there" means that the worker asks the customer to see the pencil sharpeners in that place.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is the last chapter of the research. It consists of conclusion section, implication section, and suggestion section.

A. Conclusions

Based on the results of the analysis of conversational implicature in the utterances in the *English Zone Coursebook for Senior High School Students Year XI*, some conclusions are made below:

1. There are two kinds of conversational implicature from the utterances in the *English Zone Coursebook for Senior High School Students Year XI*. They are standard conversational implicature and complex conversational implicature. Most of the utterances belong to standard conversational implicature which performs forty-one utterances where three utterances observe maxim of quantity, twenty three utterances observe maxim of quality, four utterances observe maxim of relation, eleven utterances observe maxim of manner and twenty-one utterances belong to complex conversational implicature where eleven utterances flout maxim of quantity, three utterances flout maxim of quality, three utterances flout maxim of relation, and four utterances flout maxim of manner. The standard conversational implicature shows bigger frequency than the complex conversational implicature because the standard conversational implicature in a conversation is easier to understand by the students than the complex conversational implicature. The

standard conversational implicature and complex conversational implicature arise randomly in the coursebook. It is related to the pattern of the location of the conversational implicature in the coursebook. The flouting maxim of quantity has bigger number than the observing maxim of quantity because the coursebook is expected to give more example to deliver an opinion freely. The students can learn from the coursebook about moral value of honest. It shows that observing maxim of quality has bigger number than flouting maxim of quality. There is no big difference in number of observing maxim of relation and flouting maxim of relation. Observing maxim of manner has bigger number than the flouting maxim of manner. It shows that the coursebook is expected to give clear texts and to avoid ambiguity in order to make the students grasp the meaning easily. The coursebook uses the complex conversational implicature in the texts to introduce idiomatic to the students, such as puppy love and royal pain. Although the coursebook uses the Indonesian context, it still keeps the authenticity of the language.

2. Implied meaning

The implied meanings of the utterances in the *English Zone Coursebook for Senior High School Students Year XI* connect to the cooperative principle whether it flouts the maxims or not. There are some variation of meanings of communicative purposes such as requesting, warning, advising etc. It reveals that the conversations in the dialog have meanings more than is said. The coursebook introduces the implied meanings to the students in order to

make the students consider to the context when they are translating the sentences.

B. Implications

Based on the results and conclusion of the research, the researcher formulates the implication. In the relation to educational value, Learning a language is not solely a matter of translation and grammar. It involves understanding the expression and implied meaning so as to the students produce fluent, accurate and acceptable utterances. English teachers should be well-informed to this kind of issue so that they can help the students produce acceptable utterances to native speakers of English. Otherwise, Students may make statements or utterances based on intuitive private knowledge, not based on the acceptable expressions. Teachers' knowledge about the processes and practices or methods of teaching and learning should consider to pedagogical knowledge. They encompass among other things such as educational purposes, values, and aims. This form of knowledge applies to understanding how students learn, general classroom management skills, lesson planning, and student assessment. The teachers should understand the capability of their students in understanding a meaning. By using this analysis students can understand the meaning of the conversation in a dialog of the coursebook so they can grasp the materials well because what is said is not always as same as what is implied. The students not only can identify how people in western culture convey their ideas but also they can identify how

people in our own culture convey their ideas because the coursebook was also made by considering Indonesian context.

C. Suggestions

1. To students

The students should pay much attention to the concept of pragmatics, especially in conversational implicature in order to make them realize the meanings of the utterances whether in daily conversation or in understanding their coursebook in the school. By understanding the concept they can avoid misunderstanding or misinterpretation.

2. To English teachers

The teachers should give more knowledge of conversational implicature or pragmatics in general to the students so they can understand about what people's intended meanings, their assumptions, their purposes, or goals and kinds of action that they are performing when they speak.

3. To other researcher

The researcher realizes that there are many problems appearing in this research that can be studied further. It can be in the speech act or in the politeness strategy in the coursebook.

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APPENDIX

APPENDIX

Data sheet

Code	Data	Kinds of Conversational Implicatures		Maxims				Context	Implied Meaning
		SCI	CCI	QN	QL	RE	MA		
CI 001-2/005	<p>A: Hi. Is this seat taken? B: No. Help yourself. A: You're a new student here, aren't you? B: Yeah, that's right. My name is Erliani, but everyone calls me Lili. What's yours? A: I'm Bisma. Do you live near here? B: No, I live out of town, in a village about an hour and a half from here. A: Oh, I think that's pretty far. B: I know, but my father runs his business there. Besides, I love the tranquility the village offers. A: I see.</p>		V V	V V					<p>The conversation takes place in a classroom between Erliani, a new student and Bisma, one of students in the classroom. It belongs to non-linguistic context.</p> <p>The second speaker answers the first speaker's question by using that utterance because she wants to get relationship as a friend closer with the student in the class by introducing herself.</p>
CI 003/005	<p>A: Hi. Is this seat taken? B: No. Help yourself. A: You're a new student here, aren't you?</p>							<p>The conversation takes place in a classroom between a new student and</p>	<p>Erliani wants to show Bisma that she lives there because her father's job requires them to live there so they should</p>

	<p>B: Yeah, that's right. My name is Erliani, but everyone calls me Lili. What's yours?</p> <p>A: I'm Bisma. Do you live near here?</p> <p>B: No, I live out of town, in a village about an hour and a half from here.</p> <p>A: Oh, I think that's pretty far.</p> <p>B: I know, but my father runs his business there. Besides, I love the tranquility the village offers.</p> <p>A: I see.</p>	V					<p>one of the students in the classroom. It belongs to non-linguistic context.</p>	<p>live there. She feels comfort to live there.</p>
CI 004/005	<p>Rini: Hi, Ika. What are you reading?</p> <p>Rika: Hi, Rini. It's the new Harry Potter novel.</p> <p>Rini: Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade.</p> <p>Rika: I agree. By the way, what kind of CD is that?</p> <p>Rini: This one? Oh, it's a classic piano concerto by Mozart.</p>	V				V	<p>The conversation between Rini and Rika is located in a bookstore talking about novel. It belongs to non-linguistic context.</p>	<p>Rini's utterance "Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade" It means that Rini wants to show her interest in the novel as what Rika gets interest in reading the novel.</p>

	<p>Rika: You love classic music, don't you?</p> <p>Rini: Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so?</p> <p>Rika: Oh, well. Actually, that's the only kind of music I don't like. It puts me to sleep.</p>								
CI 005/005	<p>Rika: You love classic music, don't you?</p> <p>Rini: Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so?</p> <p>Rika: Oh, well. Actually, that's the only kind of music I don't like. It puts me to sleep.</p>	V				V		<p>The conversation between Rini and Rika is located in a bookstore talking about novel. It belongs to non-linguistic context.</p>	<p>The expression "It puts me to sleep" means that Rika does not agree with Rini's opinion about the classical music. She tries to refuse the opinion.</p>
CI 006/005	<p>Rini: Hi, Ika. What are you reading?</p> <p>Rika: Hi, Rini. It's the new Harry Potter novel.</p> <p>Rini: Oh, great. It seems to me that JK Rowling has written some of the best novels of this decade.</p> <p>Rika: I agree. By the way,</p>							<p>The conversation between Rini and Rika is located in a bookstore talking about novel. It belongs to non-linguistic context.</p>	<p>The utterance means that she commits to her opinion that classical music is the biggest masterpiece of music. She wants to explain to Rika that she loves classical music very much.</p>

	<p>what kind of CD is that? Rini: This one? Oh, it's a classic piano concerto by Mozart. Rika: You love classic music, don't you? Rini: Yes, I do. In my opinion, classical music is the biggest masterpiece of music. Don't you think so? Rika: Oh, well. Actually, that's the only kind of music I don't like. It puts me to sleep.</p>		V	V					
CI 007/007	<p>Cultural note</p> <p>If someone says, "Terrible weather, isn't it?" avoid just saying "Yes". Instead, you can say "Yes, I wish it would stop raining" or "Yes, it wasn't like this last summer, was it?"</p>	V					V	<p>It is not like common conversation in a dialog but it is like more the writer as the first speaker wants to deliver information to the readers. It belongs to linguistic context.</p>	<p>The utterance "Terrible weather, isn't it?" is used to begin a conversation so avoid just saying "Yes" and the second utterance "Yes, it wasn't like this last summer, was it?" is used to respond the first utterance above. It means that the people who use the utterance want to make the conversation as clear and as comprehensible as possible by saying that expression.</p>

<p>CI 008-9/009</p>	<p>A: What do you think about the banner? B: Which one? Is this the banner standing near the door? A: Yes, the banner about the newspaper subscription. B: I think it is not appropriate to be put there since it is the main door to a kindergarten. A: You are right, but I guess it is intended to attract parent's attention.</p>	<p>V V</p>			<p>V V</p>			<p>The conversation happens near a kindergaten between two adult people (children's parents). It belongs to non-linguistic context.</p>	<p>The second speaker's meaning by using that utterance is that the banner about newspaper subscription is not effective to be put near the kindergaten because he thinks that children do not care about the content of the banner.</p>
<p>CI 010/009</p>	<p>A: I've just seen the latest XYZ-berry advertisement. B: Do you think it is the best cell phone? A: Well, I can't say that for sure before I check it.</p>		<p>V</p>				<p>V</p>	<p>There are two people who talk about cell phone advertisement. It belongs to non-linguistic context.</p>	<p>The implied meaning of that utterance is that the first speaker wants the second speaker to talk about it.</p>
<p>CI 011/009</p>	<p>A: I've just seen the latest XYZ-berry advertisement. B: Do you think it is the best cell phone? A: Well, I can't say that for sure before I check it. B: Is it put on a banner? A: Yes, there are many standing banners about</p>		<p>V</p>	<p>V</p>				<p>It happens between two people. One of them who have already seen a banner about cellphone advertisement tells it to the second speaker about it.</p>	<p>The implied meaning of that utterance is that the first speaker asks the second speaker to read the banners in the street to get the information.</p>

	<p>it along this street. B: What do they say? A: The latest series offers the best features that no other cell phones have.</p>							It belongs to non-linguistic context.	
CI 012-13/015	<p>A: How much is this? B: You mean the big pencil sharpener or the small one? A: The large one. B: They are on special this week. They are only thirty thousand rupiahs. A: Is this the only kind you have? B: No. We have some in a different color; but not in that style. They are over there. A: Oh, yes. I think I'll look at them before I decide.</p>		V	V				The conversation happens in a stationary shop between a customer and a worker who works in that shop. It belongs to non-linguistic context.	“You mean the big pencil sharpener or the small one?”the utterance which is delivered by the second speaker to answer the first speaker’s question and it does not answer the question at all because it is not an answer but it is another question too. It means that the second speaker refuses the first speaker question because the question is not detail. The second utterance means that the price is different from the common price in that week.
CI 014-15/015	<p>A: Is this the only kind you have? B: No. We have some in a different color; but not in that style. They are over there. A: Oh, yes. I think I'll look at them before I decide.</p>	V					V	The conversation happens in a stationary shop between a customer and a worker who works in that shop. It belongs to non-linguistic context.	The first utterance means that she wants to see the other kind of pencil sharpener and she wants the worker to show her the other kinds of the sharpeners. The second utterance means that he asks the customer to see it in that place, it is like a

								speech act.
CI 016-17/032	Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.	V V			V V		Actually, the utterances in the text are not in a real conversation but those are written in a text (report text). The text tells about earthquake. It belongs to linguistic context.	There are utterances which have implied meanings in the text. Those are “Earthquake often happens around us” and “Earthquake is hard to be predicted and that makes lot victims”. The first utterance means that we should be careful with the condition of our place because earthquake can happen around us. The second utterance means that the first speaker (the writer) wants to warn us that earthquake is very dangerous and the writer tries to warn the readers.
CI 018/047	A: Hey, have you ever heard about animals being injected and killed in a experiment? B: Oh, yes, I’ve read about it. Animals like gorillas and chimpanzees are used to test the safety of drugs and cosmetics. A: I’m totally not satisfied with the way some people	V			V		The conversation happens between two people who love animals. It belongs to non-linguistic context.	B’s utterance “Definitely, as if hunting and forest destruction were not enough” means that he wants to show his feeling about the greedy people who treated the animals like that. He is angry about the condition.

	<p>treat animals.</p> <p>B: Definitely, as if hunting and forest destruction were not enough.</p> <p>A: Have you ever visited one of the Orangutan rehabilitation centers?</p> <p>B: Yes, I visited one in central Kalimantan, in Tanjung Puting. The name is Camp Leaky. But I think the number of Orangutan rehabilitation centers in Indonesia is not satisfying.</p> <p>A: I think so. Anyway, you should also visit the one in my hometown, Medan, the Bohorok Orangutan Rehabilitation. It's definitely the best Orangutan rehabilitation center.</p>								
CI 019-20/047	<p>A: Hey, have you ever heard about animals being injected and killed in a experiment?</p> <p>B: Oh, yes, I've read about it. Animals like gorillas and chimpanzees are used to test the safety of drugs and cosmetics.</p> <p>A: I'm totally not satisfied</p>		V	V				<p>The conversation happens between two people who love animals. It belongs to non-linguistic context.</p>	<p>By saying the utterances, the second speaker wants to show the first speaker that he knows much about the the topic which talks about.</p>

	<p>with the way some people treat animals.</p> <p>B: Definitely, as if hunting and forest destruction were not enough.</p> <p>A: Have you ever visited one of the Orangutan rehabilitation centers?</p> <p>B: Yes, I visited one in central Kalimantan, in Tanjung Puting. The name is Camp Leaky. But I think the number of Orangutan rehabilitation centers in Indonesia is not satisfying.</p> <p>A: I think so. Anyway, you should also visit the one in my hometown, Medan, the Bohorok Orangutan Rehabilitation. It's definitely the best Orangutan rehabilitation center.</p>		V	V					
CI 021-23/060	<p>A: Would you please turn on the radio now? Sorry but I'm still washing my hands.</p> <p>B: Sure, no problem. It is your favorite ghost story time, isn't?</p>	V			V			It happens in a house between two friends. It belongs to non-linguistic context.	The utterance "Sorry but I'm still washing my hands" means that the first speaker wants to ask somebody to turn the radio on for him because he cannot do that in that moment. There

	<p>A: Yes. It's 'True Encounter' time. Would you mind sitting here with me? I like ghost stories but it's just too scary to sit and listen to the program all alone.</p> <p>B: Not at all. I'd be glad to.</p> <p>A: The program starts. Listen, please. A man has just started his 'true encounter' story.</p> <p>B: Okay. Could you possibly turn the volume down? It's getting creepier.</p> <p>A: Certainly.</p> <p>B: You wouldn't mind turning it off, would you? I'm getting real scared.</p> <p>A: Yes, I am sorry it's my favorite.</p>	V			V			is also implied meaning in the next utterance which is said by the first speaker "Would you mind sitting here with me"? It means that he feels rather scared if he has to listen to it alone. When the second speaker asks to turn the radio off, the first speaker answers with "Yes, I am sorry it's my favorite". It means that he does not want to turn it off.
CI 024/063	<p>People: What's happen?</p> <p>Kiai: She will not appear again.</p>		V		V		<p>The conversation happens in a text. The text tells about the ghost who often appears in a house and scared the people in the house. It happens between the Kiai and the people who live in the house.</p>	<p>The Kiai said the utterance to the people in the house to make them do not be worry to the ghost because she will not bother them anymore.</p>

								It belongs to linguistic context.	
CI 025-26/068	<p>Claudia: Did you hear the rumor that a mysterious figure of a boy can be seen in one of the empty rooms of our school dormitory last night.</p> <p>Aditya : Oh, my God! So, he is a ghost?</p> <p>Claudia: I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences.</p> <p>Aditya : Tell me.</p> <p>Claudia: One week ago, a boy's excruciating cry was heard in the middle of the night. But, when the ones who heard it opened the doors of the room, the cry suddenly stopped.</p> <p>Aditya : Oh, my! That's so spooky.</p> <p>Claudia: And then three days ago, blood stains are found on the terrace of the third floor. Strangely, the blood suddenly disappeared when one</p>	V				V		<p>The conversation happens between Claudia and Aditya in a classroom. They are talking about the ghost in the school. It belongs to linguistic context.</p>	<p>"I don't know. I don't believe in ghost, but recently my friends have been telling me about their weird experiences", it means that she hesitates to her own opinion about she does not believe to ghost. When Claudia is telling about the ghost, Aditya says "Oh, my God! I' better go and pray now" it means that Aditya do not want to see a ghost because he is really scared about it.</p>
		V				V			

	girl collapsed from fright. Aditya : Oh, my God! I' better go and pray now.								
027-31/077	Don't feed the animals. Make sure your car is in good condition. Don't drive faster than 10 KM/ Hour. Don't get out of the car. Don't bring any pets in your car.	V V V V V					V V V V V	The utterances are not stated in a dialog directly but those are in a functional text explanation about <i>precaution</i> in a Safari Park. It belongs to non-linguistic context.	”Don't feed the animals” means that it is too dangerous to feed the animals because it can happen something bad to the people. They might be attacked by the animals or the food can make bad effects to the animals. “Make sure your car is in good condition”. The utterance means that before the car is used to enter the safari park, it is better to check the car up to avoid the car stuck in the middle of the park. “Don't drive faster than 10 KM/ Hour”. It means that it is too dangerous to drive fast in the area of park because can harm the animals. “Don't get out of the car”. It means that if the people get out of the car while in the park, they might be attacked by the animals. “Don't bring any pets in your car”. The implied meaning of

									the utterance is that if they bring a pet in their car can influence the animals in the outside to get closer to you and it is very dangerous.
CI 032/093	<p>Bisma : Have you ever tried smoking, Claudia?</p> <p>Claudia: Honestly, yes, I have. It was out of curiosity, but then led to a habit. I regretted doing it, though.</p> <p>Bisma : May I know the reason why?</p> <p>Claudia: My aunt was a heavy smoker. She has a cancer. The doctor said that it resulted from her smoking habit.</p> <p>Bisma : Oh, I'm sorry.</p> <p>Claudia: Then she warned me about the dangers of smoking. She stopped smoking, too, of course. By the way, do you smoke? If you do, it is advisable that you stop smoking.</p> <p>Bisma : Fortunetelly, I don't smoke. I hope</p>		V	V				<p>The conversation happens between Claudia and Bisma. They are talking about the disadvantages of smoking. It belongs to non-linguistic context.</p>	<p>She admits that smoking is a bad habit by saying "Honestly, yes, I have. It was out of curiosity, but then led to a habit. I regretted doing it, though".</p>

	that I'll never give into the temptation of smoking.								
CI 033-34/093	<p>Claudia: My aunt was a heavy smoker. She has a cancer. The doctor said that it resulted from her smoking habit.</p> <p>Bisma : Oh, I'm sorry.</p> <p>Claudia: Then she warned me about the dangers of smoking. She stopped smoking, too, of course. By the way, do you smoke? If you do, it is advisable that you stop smoking.</p> <p>Bisma : Fortunetelly, I don't smoke. I hope that I'll never give into the temptation of smoking.</p>	V			V			<p>The conversation happens between Claudia and Bisma. They are talking about the disadvantages of smoking. It belongs to linguistic context.</p>	<p>“The doctor said that it is resulted from her smoking habit”,the utterance means that smoking is very dangerous to her healthy and it has bad effects to her body. Bisma’s utterance “I hope that I’ll never give into the temptation of smoking”has implied meaning. It means that he do not want to get any diseases which are caused by smoking.</p>
CI 035-38/106	<p>A: Hi Bobby, I heard you got an accident.</p> <p>B: Yeah I fell and broke my leg on that rock-climbing event. Boy, if you only knew how much it hurt! I had to be taken to the</p>	V			V			<p>It happens between two students who share the same extracurricular activity in their school (rock-climbing) and one</p>	<p>The utterance “Boy, if you only knew how much it hurt!”means that he feels very hurt when the accident happen to him. Bobby thinks that if he was running out of blood he</p>

	<p>nearest hospital kilometers away. Some friends literally held me there since there were no cars at all.</p> <p>A: Sorry to hear about the accident. You should be grateful, however, since you have many great friends who paid so much attention.</p> <p>B: Indeed, they are true friends. I lost my consciousness and what a relief to see hours later that a doctor and some nurses treated my broken leg. Thanks God I wasn't running out of blood.</p> <p>A: Yeah, you are considered quite lucky because it was such a high rock that you climbed.</p> <p>B: Right. And it is truly a pleasure to have you here to ask me how I feel.</p> <p>A: That's what friends are for, Bobby.</p>	V						<p>of them got an accident in a rock-climbing event. It belongs to non-linguistic context.</p>	<p>would die. He wants to thank god by delivering that expression. In the next utterance, Bobby's friend says "it was such a high rock that you climbed", she tells the truth about the circumstance of the climbing condition. She means that it can be a serious damage which can happen to Bobby from being accident in that place.</p> <p>And the last utterance which is said by the second speaker also has implied meaning. It means that the second speaker really care of him by saying "That's what friends are for, Bobby".</p>
CI 039-40/120	<p>X: Hi. How's it going?</p> <p>Y: Pretty good and you?</p> <p>X: Great. So, how's that someone special that you</p>							<p>It happens in a conversation between two friends who are</p>	<p>The first speaker says "Wow, I'm so happy to hear that. I thought the two of you only had a puppy love", it means</p>

	<p>fall in love.</p> <p>Y: Well, we've been going quite steady.</p> <p>X: Wow, I'm so happy to hear that. I thought the two of you only had a puppy love.</p> <p>Y: No, we've been serious from the beginning.</p> <p>X: So, are you going to tie the knot soon?</p> <p>Y: Not that soon although we are very much in love.</p>	V			V			<p>talking about marriage.</p> <p>It belongs to linguistic context.</p>	<p>that she is not sure about the relationship of her friend who will get married.</p> <p>The last utterance of the second speaker means that she still prepared for the wedding and need more consideration on it.</p>
CI 041-42/121	<p>X: You look so happy. Oh, that rings! Are you going to tie the knot soon?</p> <p>Y: No. it was my birthday yesterday, and he gave me this ring while saying he is falling love with me.</p> <p>X: Oh, that's so sweet! I like both of you.</p> <p>Y: Why?</p> <p>X: You are true love, always whispering to each other and looking into each other's eyes.</p>	V					V	<p>The conversation happens in somewhere between friends who are talking about love.</p> <p>It belongs to linguistic context.</p>	<p>"You look so happy. Oh, that rings! Are you going to tie the knot soon?"the utterance means that the first speaker wonders to the second speaker, whether she is getting married soon or not?</p> <p>"You are true love, always whispering to each other and looking into each other's eyes", it is delivered by the first speaker. It means that she is jealous to the couple why they can do that.</p>
CI 043-44/121	<p>Y: My grandma always says that I am her engagement.</p>	V			V			<p>It happens between friends talking about the present</p>	<p>The first utterance of the first speaker means that her grandma love her very much</p>

	<p>X: That's true. I can see that.</p> <p>Y: It's her birthday tomorrow. I'm going to send her this tart.</p> <p>X: With those three little words on it! It's so thought of you.</p>							<p>that should be given to her grandma's birthday. It belongs to linguistic context.</p>	<p>and care about her. "It's her birthday tomorrow", it means that she wants to do something in her grand mother's birthday.</p>
CI 045/134	<p>A: Right. When Gulliver reached the island, he was too tired to keep eyes open. When he woke up, he could not move. He was held down by some ropes, and his long hair was pinned to the ground. He looked around and saw none of his friends there. He was sad to know that he was the only survivor.</p> <p>B: Yes, it must be a devastating moment for him.</p>	V					V	<p>It happens when a friend tells about a story to his friend about the story of Gulliver. It belongs to non-linguistic context.</p>	<p>The utterance "Yes, it must be a devastating moment for him" means that the second speaker follow the first speaker's story, and he wants to show his feeling of sympathy to Gulliver.</p>
CI 046-47/150	<p>Nadia : I am calling because I want to know your condition right now.</p> <p>Ika : Yeah, I am okay. Why? Is there anything wrong?</p> <p>Nadia : I am wondering to the gossip in the</p>	V		V				<p>It happens in a phone-call between Nadia and Ika. They are talking about the gossip in the school about Ika. It belongs to linguistic context.</p>	<p>The utterance "I am wondering to the gossip in the school about you", which is delivered by Nadia has implied meaning. The implied meaning is that Nadia wants Ika to tell the truth about the gossip in the school.</p>

	<p>school about you.</p> <p>Ika : Well, I have just heard the news slightly embarrassing, right?</p> <p>Nadia : Tell me your feelings now?</p> <p>Ika : Of course, I got embarrassed.</p> <p>Nadia : do you have any idea who is the trouble maker?</p> <p>Ika : Well, it could be Lisa or Donna or someone else.</p> <p>Nadia : May I know what is your decision?</p> <p>Ika : I am not sure. Maybe I will talk to our teacher.</p>	V		V						The last utterance which is delivered by Ika has implied meaning, “Maybe I will talk to our teacher”.It means that Ika will tell the truth to the teacher about the news.
CI 048/162	<p>A: Hello, Squirrel the tree climber!</p> <p>B: Hey! you know it really burns me up when people cal me by that name!</p> <p>A: Oops, sorry. It’s just that I heard some boys called you like that.</p> <p>B: Yeah, okay. Forget it.</p>		V				V	The conversation happens between two friends when they meet and say greeting. It belongs to non-linguistic context.	The first speaker says the utterance “Hello, Squirrel the tree climber!”to greet the second speaker. There is something implied in the utterance. The first speaker wants to convey his wondering to the first speaker why people called the second speaker with that way.	

CI 049/165	<p>Buaya : Hi, Beruk, my friend! I have been watching you from the water admiring you and also envying you. What a good and happy life you lead! I only wish I were as lucky as you.</p> <p>Beruk : Why, what's the matter with you?</p> <p>Buaya : I am in great trouble, Beruk.</p> <p>Beruk : What could that be?</p> <p>Buaya : If I tell you my trouble, would you be willing to help me, or at least sympathize with me?</p> <p>Beruk : Of course.</p>		V				V	<p>The conversation happens between a beruk and a buaya in a jungle. It belongs to non-linguistic context.</p>	<p>The utterance which is delivered by the buaya has an implied meaning. It means that the buaya wants to attract beruk's attention by saying the utterance. The buaya is starving.</p>
CI 050/170	<p>Animals: Why are you laughing?</p> <p>Monkey: I am laughing because you are all scared of the lion. I am not afraid of him. He has been working for me for years.</p>		V		V			<p>The conversation appears in a text in the coursebook. It happens in a jungle where many animals scared about the lion. It belongs to non-linguistic context.</p>	<p>The utterance means that the monkey is the boss of the lion and the lion will do everything he ask.</p>
CI 051/207	<p>Man: I highly recommend you not to smoke in public places here.</p>	V					V	<p>The conversation happens in a public place. It happens</p>	<p>The man says "I highly recommend you not to smoke in public places here", it has</p>

	<p>Woman : Why? Are there any rules for public smoking here?</p> <p>Man: Yes, and you could be fined or jailed.</p>						<p>between a man and a woman who is smoking.</p> <p>It belongs to non-linguistic context.</p>	<p>an implied meaning. It means that he does not like to see the woman smokes in a public area and he feels uncomfortable with the situation. He uses the expression directly to warn the second speaker.</p>
CI 052/207	<p>Man: I highly recommend you not to smoke in public places here.</p> <p>Woman : Why? Are there any rules for public smoking here?</p> <p>Man: Yes, and you could be fined or jailed.</p>	V				V	<p>The conversation happens in a public place. It happens between a man and a woman who is smoking.</p> <p>It belongs to non-linguistic context.</p>	<p>“Yes, and you could be fined or jailed”, it means that the man warns the woman to stop smoking or she can be jailed because of her attitude.</p>
CI 053/201	<p>Woman: Good afternoon, are you being helped?</p> <p>Man : No,I'm not. I'm interested in some batik scarved.</p> <p>Woman: All right, Sir. What do you think of this one here? It's made of silk.</p> <p>Man : Umm, it looks nice, but is it handmade?</p> <p>Woman: All of the batik scarves here are handmade, Sir.</p>	V				V	<p>The conversation happens in a batik store between a customer and a store worker.</p> <p>It belongs to linguistic context.</p>	<p>“All of the batik scarves here are handmade, Sir”, she wants to convey that the customer no need to worry about the batik scarves which are sold in the store, all of the batik scarves are handmade.</p>

<p>CI 054-55/201</p>	<p>Woman: Good morning. Modern Cooperative Shop. How can I help you? Man : Good morning. I'm reading in your website something about Noni Juice. It seems pretty helpful for my diabetes. Woman: It is, Sir. Man : And since I live in North Sulawesi, would it be possible e juice for you to send the juice here? Woman: Of course Sir. We can send it all over Indonesia. Man : Good. How much is a bottle of this Noni Juice? Woman: It costs three hundred and fifty thousand rupiahs. Man : How about the the terms of payment? Woman: Well, actually you can read it on our website, but I'd gladly explain them to you. First, you have to pay half the total price for the down- payment, then after we inform that the juice is ready for delivery, you have to pay the rest</p>		<p>V</p> <p>V</p>	<p>V</p> <p>V</p>			<p>The dialog above happens in a telephone call between a shop worker and a customer who will buy the juice from the shop. The caller is from North Sulawesi. He wants the juice is delivered to his house in Sulawesi but he worried about the delivery, is it possible or not to send to his house there. It belongs to non-linguistic context.</p>	<p>The worker says that “We can send it all over Indonesia”, there is implied meaning in that utterances. She convinces him that he do not need to worry about the delivery. Then, the customer asks about the payment and the worker says “Well, actually you can read it on our website, but I'd gladly explain them to you”, by giving that answer, she wants to him to read in website, it is like a speech act which is included in the implied meaning but by adding “but I'd gladly explain them to you”, shows that she will serve the customer well but she flouts maxim of quantity because she gives more explanation than it is required.</p>
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	<p>including the consignment fee. All is paid by credit card.</p> <p>Man : I see. Send me two bottles, please.</p> <p>Women: Would you please send us your name and address by email.</p>								
CI 056/207	<p>Reporter: Good morning. I am now talking to Erick Weinhanmayer, live from Mount Everest. How are you there, Erick?</p> <p>Erick : Good morning. I can say I am pretty fine.</p> <p>Reporter : Is it right that you have had a minor accident?</p> <p>Erick : Yeah. I slipped and fell. My back hurts slightly.</p> <p>Reporter : What's your team's comment about the sudden changing of condition?</p> <p>Erick : They said it's a royal pain! Ha ha ha.</p>	V	V					<p>The conversation happens between a reporter and a man who climbed a mount everest. The reporter asks about his condition and his team. It belongs to linguistic context.</p>	<p>By answering the question with "They said it's a royal pain! Ha ha ha", it means that Erick and his team feel good and still want to finish the climbing. It is shown by the fact that he can throw a joke to the reporter which shows that he is good.</p>
CI 057/212	<p>Camel : Mom, why do we have these huge two-toed feet?</p> <p>Camel's mother: Well son,</p>							<p>It is like a funny conversation between a camel and her son, it</p>	<p>"So why are we in the Surabaya zoo?,it implies thatall of his mother's answers are useless to the</p>

	<p>when we trek across the desert, our toes will help us stay on top of the soft sand.</p> <p>Camel : Mom, why do we have these long eyelashes?</p> <p>Camel's mother: They are there to keep the sand out of our eyes on the trips through the desert.</p> <p>Camel : Mom, why have we got these great big humps on our back?</p> <p>Camel's mother: They are there to help us store water for our long trek across the desert, so we can go without drinking for long periods of time.</p> <p>Camel : So we have huge feet to stop us from sinking, long eyelashes to keep the sand out of our eyes, and these humps to store water.</p> <p>Camel's mother: Yes dear.</p> <p>Camel : So why are we in the Surabaya zoo?</p>							<p>happens in a zoo. Her son always asks about the use of parts of their body. It belongs to non-linguistic context.</p>	<p>circumstance where they live now and he flouts maxim of relation because the expression is not relevant to the previous topic.</p>
CI 058/212	<p>Camel : I wonder how you can jump through that height fence and How high do you think the</p>							<p>The context of that conversation is in a zoo where the guards of the zoo</p>	<p>"Probably a hundred feet, unless somebody starts locking the gate at night", the kangaroo wants to convey</p>

	fence should be? Kangaroo: Probably a hundred feet, unless somebody starts locking the gate at night.		V				V	try too make the fence higher to avoid a kangaroo jumps through the fence but the kangaroo always succeed to get out of the fence. It belongs to non-linguistic context.	something that the matter is not about the fence but the guards who do not lock the fence.
CI 059/212	Boy : Hi, Anita. Have you seen my newly uploaded photos? I won the race. Girl : Huuh. Mr. I Putu Agung Mahardika..... Do you know what time is it?		V				V	This conversation happens between two friends in the midnight. The first speaker asks about the photos which are just uploaded by him. It belongs to linguistic context.	“Do you know what time is it?”, it means that she is angry to him because it is time to sleep but he still bothers her. The girl also flouts maxim of relation because the expression is not relevant to the previous topic.
CI 060/212	Man : the next time you are late again for basketball practice, I’ll make sure you’ll never play in real games! Girl : I’m sorry Sir, but I had a flat tire. Man : Huh! Just another excuse.....	V				V		The conversation happens in a basketball practice class. The teacher feels angry to his student because of her late to the class. It belongs to non-linguistic context.	The utterance means that her lateness is because of the flat tire and she wants her teacher to forgive her due to the accident.

CI 061/212	<p>Girl : Hey, can you turn the CD off? Somebody is trying to sleep here.</p> <p>Boy : Wait a minute! It's my house! It's my right!</p> <p>Girl : You're nuts! Tomorrow is our big day and I can't sleep!</p>		V			V	<p>The context of the conversation is in a house or an apartment between a girl and a boy who is listening music in the CD.</p> <p>It belongs to linguistic context.</p>	<p>The girl wants him to turn the CD off, but he answers "Wait a minute! It's my house! It's my right!", he just implied something. He does not turn the CD off by saying that utterance.</p>
CI 062/212	<p>Boy : Now, every student in this school knows that I have a crush on Yunita. Thanks to Cyndi! You know, I've told Cyndi my feeling for Yunita is a secret, it won't go any farther.</p> <p>Girl : Yeah, Cyndi shouldn't have told her friends about it. Now it is not secret anymore.</p>		V		V		<p>The conversation happens between a boy and a girl in a classroom. They are talking about another friend, Cyndi who makes the boy feel angry.</p> <p>It belongs to linguistic context.</p>	<p>The boy says "Thanks to Cyndi!", he feels angry but he thanks Cyndi who tells his secret to all the students. There is an implied meaning in his utterance, he does not thank any positive value of his friend but he disappointed to her why she tells the secret to other.</p>