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THE ANALYSIS OF IMPLICATURE USED IN *STREETDANCE* 3D FILM

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S.Pd.I)



NURUL FUZIAWATI
Reg. Number 58430773

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH*
FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2013**



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ABSTRACT

NURUL FUZIAWATI: THE ANALYSIS OF IMPLICATURE USED IN *STREETDANCE 3D* FILM

Meaning is a part of communicative competence. In communication, the speakers and hearers have to get the meaning of what they uttered. Interpreting the speakers' intended meaning is not as easy as translating words' meaning. In *StreetDance 3D* film, the hearers have difficulties in interpreting meaning because of some causes, such as the speakers do not utter the meaning explicitly, the hearers do not know the background information of the speakers, and so on. In the process of conversation, there will be rules of conversation. In this case, a Gricean Cooperative Principle had been tried out for analyzing how it is realized in the utterance context and how implicature is generated in the conversation in *StreetDance 3D* film.

Based on Riemer, the Cooperative Principle is essentially the principle that the participants in a conversation work together in order to 'manage' their speech exchange in the most efficient way possible. In the other words, Cruse explained that implicature is a part of the meanings of utterances which, although intended, are not strictly part of 'what is says' in the act of utterance, nor do they follow logically from what is says.

The kind of the research is a qualitative research. This research uses document analysis. The document is written document in the form of script of *StreetDance 3D* film. The instrument of this research is the researcher itself. The data which have been obtained are then analyzed by using Gricean Cooperative Principle.

The result of the analysis showed that the Gricean Cooperative Principle is not realized in all conversations in *StreetDance 3D* film. It is proved by finding 33 maxims and 40 implicatures of 451 utterances which are analyzed and identified. The speakers did not observed the Gricean maxims in 7.3 % utterances and implicated their meaning in 8.9 % utterances.

From the analyzed data, it means that most speakers in the film do not applied Gricean Cooperative Principle in all conversation. What they uttered arises implicature. The conversation does not run communicatively in *StreetDance 3D* film. Therefore, it produces suggestion for the next researchers who are interested in doing research in the same field.



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RATIFICATION

The thesis entitled **“THE ANALYSIS OF IMPLICATURE USED IN STREETDANCE 3D FILM”** and written by **Nurul Fuziawati** whose registration number is **58430773** has been examined in the viva voice held by the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon* on January 31st 2013. It has been recognized as one of the requirements for Undergraduate Degree in English Education.

	Date	Signature
Chairwoman of English Education Department <u>Dr. Hj. Huriyah Saleh, M.Pd.</u> NIP. 19610112 198903 2 005	19-02-13	
Secretary of English Education Department <u>Sumadi, SS, M.Hum.</u> NIP. 19701005 200003 1 002	14-02-13	
Examiner I <u>Dr. Asep Kurniawan, M. Pd.</u> NIP. 19710801 200312 1 001	12-02-13	
Examiner II <u>Sumadi, SS, M.Hum.</u> NIP. 19701005 200003 1 002	12-02-13	
Supervisor I <u>Dr. Hj. Huriyah Saleh, M.Pd.</u> NIP. 19610112 198903 2 005	13-02-13	
Supervisor II <u>Lala Bumela, M. Pd.</u> NIP. 19821231 201101 1 011	12-02-13	

Acknowledged by,
The Dean of *Tarbiyah* Faculty

Dr. Saefudin Zuhri, M.Ag.
 NIP. 19710302 199803 1 002



PREFACE

Bismillahirrahmaanirrahiim.

In the name of Allah, Most Gracious, Most Merciful, All praises due to Allah and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. My peace and salutation always be given to the prophet Muhammad S.A.W. (Peace be upon Him), his family, his companions, and his followers up to the end of the world.

This thesis is entitled “**THE ANALYSIS OF IMPLICATURE USED IN STREETDANCE 3D FILM**” presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon* in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

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9. Her parents, brothers, and sister.
10. Her amazing friends, PBI-G.

The writer realizes that this thesis is still far from being perfect and there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful from the readers especially, for the writer herself and also for the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.

Cirebon, January 2013

Writer



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CHAPTER I

INTRODUCTION

1.1. The Background of the Problem

This research is under the title “**The Analysis of Implicature Used in *StreetDance 3D Film*.**” It investigated implicatures are used by people, especially were used in *StreetDance 3D* film. The film was chosen as material, because most of the speakers in this film utter something too brief, without considering the rule of conversation, and just by the way their style, so that the hearers or readers have to interpret their meaning not only from the literal meaning but also from the context, background information, and so on. Film itself is one of real English authentic materials. It contains how the native speakers communicate in English.

In learning English, one of ways to understand it is by learning and communicating directly from English native speakers. What is got from learning and communicating is authentic. In fact, it is difficult to have communication directly and intensively with the native speakers, because the distance of place and time spreads out widely. Larsen-Freeman (2000: 128) states that “Learners should be given opportunities to listen to language as it is used in authentic communication.” Therefore, film can be a material to be learned and analyzed.

Film may also be a source in learning English. It can be a stimulus for the learners to produce communication as good as the native speakers do, discuss something and give opinion, and so on. Broughton (1980: 82) says “Visual stimuli—maps, photographs, pictures, cartoons, even slides and films—are another useful source of oral language practice. They can all be used simply as discussion starters, or as the material for a short talk (a procedure common in several important examinations), or as the first step to producing role-play situations or dialogues based on them.” It is clear that it can stimulate the learners to practice English communication.

In English communication, besides how to say and pronounce words, the other important thing that should be concerned with is conveying and getting meaning of the utterances. Sometimes a person utters something in fluently by using high level English without considering with whom he is talking to. It makes the hearers feel amazed and confused at the same time. They are amazed because the way he is talking is wonderful, and confused because they cannot understand and get the meaning of him. This interaction does not run communicatively. The hearers cannot respond him because of missing the information or message or meaning. Unconsciously, the event is often happened in daily communication.

Communication will be conducted well during the speaker and the hearer is able to interpret and get the meaning of what is uttered. Meaning has three units; morpheme (the smallest unit of meaning, it can be less than



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word), lexeme (words) and sentence (a meaningful words sequence). It is not only interpreted by using knowledge of English (interpreting meaning by means of the utterance itself), but also by using knowledge of the world and accounting context – such as person, thing, place, and time involved. Sometimes, the hearer has to consider the three; English knowledge, world knowledge, and context to interpret the speaker meaning.

Interpretation of meaning is related to semantics and pragmatics. On one hand, semantics is concerned with interpreting meaning of word, phrase, clause, and sentence by means literally. Meaning is interpreted based on the knowledge of language. According to Griffiths (2006: 15), “It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language.” Knowledge of language here means the form of word and its meaning based on dictionary.

On the other hand, pragmatics is a linguistics branch that is concerned with the meaning of utterance tied to certain context. Meaning in pragmatics is interpreted by considering literal meaning, world knowledge, and context. The hearer interprets what the speaker means, not what the utterance (an act of speech or writing) means literally. As quoted by Parera (2004: 3-4), Yule in his book *Pragmatics* states that: “Pragmatics is concerned with the study of meaning as communicated by a speakers (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the



words or phrases in those utterances might mean by themselves. Pragmatics is the study of speakers meaning.”

It means that in interpreting meaning of utterance, the hearers have to analyze and investigate what is meant and purpose by the speaker, not what the meaning of utterance itself (literal meaning). Learning meaning, it needs awareness of context, and knowledge of the world. Sometimes, the intended meaning is left implicitly and not in the meaning of utterance itself. This meaning is called implicature.

Implicature is one of language style. Unfortunately, the some language users do not know about implicature. It is often used in the conversation unconsciously. The users are unaware of the presence of it. It is not only found in the conversation, but also in text, speech, article, and so on. In English, implicature is a technical term in the pragmatics subfield of linguistics that is compulsory to be learned. Implicature is a term in language which means that the speaker utters something by hiding the intended meaning in utterance. The hearer has to guess and analyze the intended meaning of what the speaker uttered.

According to Cruse (2006: 85), “Implicature is a part of the meanings of utterances which, although intended, are not strictly part of ‘what is said’ in the act of utterance, nor do they follow logically from what is said.” It means that what the speaker utters is not what is meant. The intended meaning of utterance is not from of what is uttered. It is unsaid explicitly and



directly. The hearer should analyze and interpret what meaning behind the utterance is. Not all people intend to implicate meaning of utterances. Not all meanings of utterances are implicated.

Implicature is a thing that cannot be denied in language. Some people often use it in variety reasons. Therefore, understanding implicature can help to understand what is communicated, because communication is not only limited on how to say, but also understand what meaning is said. Interpreting the speaker meaning is more than interpreting the utterance. The ability of interpreting intended and implicated meaning is needed in learning English.

In English education, it is important to have communicative competence, because it will help the learners to communicate and respond effectively where they can convey and receive the intended meaning of the conversation with other people. Rickheit and Strohner (2008: 18) states that “Communicative competence is interaction management.” It is clear that it is an ability of language users to make interaction and communication with the others. In the process of communication, every speaker adjusts the way he speaks according to the situation he is in, the purpose which motivates him, and the relationship between himself and the person he is addressing in order that the meaning is conveyed.

Understanding about meaning, as implicated intended meaning (implicature), should be possessed by teachers and learners, because it is a part of communicative competence. Knowledge of English word form is not



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enough to communicate. As stated by Larsen-Freeman (2000: 130), “Linguistic competence, the knowledge of forms and meanings, is just one part of communicative competence.” So, learning implicature can enrich and improve communicative competence, and support and guide the teachers and the learners to make and practice interaction and communication in English and understand it.

1.2. The Identification of the Problem

The problem in this research is classified into the following sections:

1.2.1. The Field of the Research

The field of the research in this thesis is Pragmatics, focusing on implicature. *StreetDance 3D* film is as an authentic English material in this research. It is analyzed how the implicature found in the film is generated and used in the conversation.

1.2.2. The Kinds of the Problem

The kind of the problem in this thesis is a little bit of knowledge about pragmatics, especially implicature. The knowledge about implicature is important to be learned, because unconsciously implicature is often used by almost all people in communication as in a film. It can increase the learners’ ability to communicate and understand what is uttered and what meaning is intended by other speakers as good as the native speakers do. It will improve



communicative competence of the learners in practicing English. The research approach of this thesis is qualitative research.

1.2.3. The Main of the Problem

The main of the problem in this thesis is the lack of understanding in Pragmatics, especially in implicature; implicated or unstated meaning of utterance. The research investigated implicature used in *StreetDance 3D* film.

1.3. The Limitation of the Problem

In this research, the problems were limited based on the title of this thesis “The Analysis of Implicature Used in *StreetDance 3D* film”:

1. Implicature
2. *StreetDance 3D* film
3. The analysis of implicature used in *StreetDance 3D* film.

1.4. The Questions of the Research

The questions of the research in this thesis are:

1. How is the Gricean Cooperative Principle realized in the context of utterance?
2. How is implicature generated in the conversation found in *Street Dance 3D* film?



1.5. The Aims of the Research

Based on the questions above, the aims of the research in this thesis are as follows:

1. To analyze the Gricean Cooperative Principle is realized in the context of utterance.
2. To analyze implicature is generated in the conversation found in *Street Dance 3D* film.

1.6. The Significance of the Research

The research result is hoped to be able to add knowledge and insight about implicature. It is important to know how to understand meanings of the speakers; sentence and utterance. On one hand, to understand sentence meaning is not as difficult as to understand utterance meaning. In understanding sentence meaning, the hearers interpret the meaning literally based on the meaning of words in dictionary.

On the other hand, understanding utterance meaning is not always explicitly clear from what is uttered. Sometimes the speakers intend to implicate the meaning of the utterance. The hearers are claimed to interpret the meanings. To do that, the knowledge of implicature is needed in order that the speakers and hearers can understand and communicate each other well in each context.



The knowledge of meaning, especially implicature, is also needed in education, especially in learning English. It is communicative competence of teachers and learners that should be possessed to interact communicate and practice English. It will help teachers to guide the learners in communicating in English, so that, the learners will be active in learning, the English lesson will be conveyed well and the interaction will run communicatively. Unconsciously, the knowledge of implicature can support the communicative competence of teachers and learners in teaching and learning English. Those are the significance of this research hoped.

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