

## IMPLICATURE ANALYSIS ON ONLINE LECTURE COURSES OF ENGLISH EDUCATION STUDY PROGRAM

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### ABSTRACT

*This research aims to reveal the types and implied meaning of implicature found in an online lecture courses of English education study program at one of the university in Yogyakarta. In this research using descriptive qualitative research methods by a theory from Grice (1975). The data findings consist of the three main implicatures consist of generalized conversational implicature with 14.3%, particularized conversational implicature with 8.6% and conventional implicature with 8.6%. Then, the four implicature functions are reach the intended meaning with 20%, deliver an entertainment as humor with 8.6%, boosting the power's of person's message with 14.3%, and specific information needs to be added with 25.6%. By adding up the total between main implicature and implicature functions, it turns out to be 100%. The three main implicature most widely used is generalized conversational implicature. As well as the most frequently used in the implicature function is, specific information needs to be added.*

**Keyword:** *implicature, online lecture, English*

### A. INTRODUCTION

As human beings, we will certainly carry out “communication” with other people both to convey feelings, thoughts, and intended meaning to other people as our interlocutors. And from these several ways of communicating, we certainly do not always convey it clearly or known as an “implicit” meaning. In line with this, Petterson, (2017) in Dwiwulandari, & Dewanti (2020) stated that during the communication process that takes place

between two people there contains a certain textual meaning which is necessary to be concluded from a speaker and the recipient that has been delivered previously. According to, Levinson (1983) provides a statement that a conversation will be an effective conversation when the intention of a speaker could be said as a person (‘sender’) into something with common knowledge.

Learning activity does not necessarily have to be conducted in a conventional way, generally face-to-face in

the classroom. Moreover, during the pandemic some time ago, online learning has become a common thing. Supported by Irmada & Yatri (2021) found the data where online learning is stated to be quite effective in providing facilities and fulfilling the needs required for both lecturers and college students. Moreover, the explanation of the material or even the implementation of supporting apps in order to facilitate online interactive learning is more attractive to students and makes them more able to “actively” participate in class activities compared to conventional face-to-face (offline) learning in the classroom.

The urgency of online lectures does not concern on majors or classes in certain courses at the university. One of them is in the conversation that occurs in the lecture courses of English education study programs. In line with this, Thariq, Husna et al (2020) that the ability to speak English is also very important in today`s life. The reason is because with English, it is capable to support the learning activity that are currently undertaken by college students. In addition, it has become a common things as a college students should have basic skills in English. Which are able to master the four basic skills such as reading, writing, listening and also speaking. Especially for the college students who enter the English education study program. Moreover,

accustomed already to use English in classroom learning activities has become a kind of obligation and daily basis for them to use it. In line with Setyawan, A. H. (2021). In the case of pragmatics as a branch of linguistics, examining how language used is very important, such as how social relationships and distance affect speakers and speech partners, or even their relative status. According to, Iskandar, Abdul Malik, and Zainuddin, Rasyidah (2020). In this research as lecturers are also required to have role skills to be able to develop effective communication for their college students. But in fact, a lecturer is not always able to complete those three roles or even by building effective communication in formal contexts of conversation with their college students with “Openness”.

Aside from that, with the lack of openness, the role of implicature analysis will be very useful to discuss in depth the actual meaning contained in the implicit speech delivered by the lecturer and college students. Some of them are based on Guswita & Andriyanti (2020) conducted the research of a conversational implicature analysis that happened in an English learning process at senior high school in Yogyakarta. A discussion result was obtained where the most common type found was generalized conversational implicature. Sofyan, et al (2022) shows the

result of analysis about the conversational implicature between the students and teachers at Al-Azhar Islamic Boarding School. The result obtained which focuses on the environment or settings as the subject of research, namely pesantren where implicature take a big role with the aim of maintaining a humanist and religious environment.

Another previous research, based on Hidayah (2021) conducted implicature research found in a selected English song lyric and the responses from the listeners. A discussion result was obtained where the most common types of implicature found were generalized conversational implicature and particularized conversational implicature. This research was conducted to reveal various types of implicature and also implied meaning found in an online lecture course of an English education study program at one of the university in Yogyakarta during the pandemic transition era.

In which certainly relates to the college students and lecturers when they have to conduct an online learning. Therefore, it becomes an urgency that the subject of this research needs to be researched further because of the new phenomenon of “an online learning” to maintain the understanding about good social relations in this context between

lecturers and college students, misleading without lying, style and verbal efficiency that may occur around the educational environment, especially in daily conversations that most of the people often experienced.

According to Griffiths, Patrick (2006) explained that the basic knowledge of pragmatics itself is about the use of various types of tools to convey information in meaningful communication or interaction. In line with this, found in Logic and Conversation, Grice tries to introduce a concept called 'implicature', which means an action that is carried out implicitly or indirectly, imply, and which verb 'to imply' and the noun itself which has the meaning of 'implicatum' (and this can refer to what is implied) (Grice 1989, p. 24). According to Birner, Betty J (2013) what is meant by conversational implicature is one type of implicature that has a special sign or feature where its function in a meaning in a form of speech is not a conditional truth. In line with Yule, George (1996) generalized conversational implicature itself has the meaning that there is no obligation or necessity to be able to have a special knowledge base about a particular utterance context just to calculate the additional meaning that has been conveyed.

Likewise, with particularized conversational implicature, it might occur in

an utterance that is conveyed in a very specific context and is recognized as an assumption in its conclusion. According to, Birner as stated in Hidayah (2021). Conventional implicature is a meaning that is contained in someone's utterance which had no relation with the maxims and also the context that they are uttered. In line with, Ade Guswita & Andriyanti (2020) discussed the function or a purpose based on the context of using implicatures. The third one is to boost the power of a person's message. It aims to further boost the power of the message conveyed and could deliver an impact as expected to the intended interlocutor. The last one, related to specific information that needs to be added. The purpose usually occurs in a condition where the specific information contained in situations when they do not have the words needed.

## **METHOD**

This research focuses more on describing the findings based on the data obtained by describing them. In other words, according to Punch (2014) as stated in Diningrum & Musyahda (2016) explained that, the notion of qualitative research is a form of thinking carried out by approaching a certain method and data source in the form of non-numeric. The source of data in this research was found in an online lecture

courses of English education study program at one of the university in Yogyakarta in a form of online platform through zoom or google meet. Some of the courses taken in the data are in the 5th semester there are English for Business Communication (EBC), Materials and Media Design (MMD), English for Broadcasting (EFB), Instructional Language Learning Assessment (ILLA), and Indonesian Language for Foreign Speakers (BIPA) Methods. Furthermore, semester 6 courses such as Technology Enhanced Language Learning (TELL), and Prose. Lastly, in semester 7 there is the Englishpreneurship course.

It is carried out with several stages of data collection techniques. After finishing all the data collection techniques, in this research have several steps were carried out to analyze the data, selecting data with characteristics that indicate the meaning or elements of implicatures, classifying the results of data analysis, describe the findings on table classification with relevant explanations. Therefore, the presentation of data in Indonesian or local language (Javanese) will be translated into English using marks in parentheses.

## B. DISCUSSION

From the 35 total data, the researcher describes several samples of each type consist of 3 main implicature and 4 implicature functions (purposes based on contexts) contained in the utterance between lecturers and college students in an online lecture courses of English education study program.

**Table 1. Types of Implicature**

No.	The types of Implicature	Specific type	Quantity
1.	Conversational Implicature: (Generalized Conversational Implicature and Particularized Conversational Implicature)	Main Implicature	(22.9%)
2.	Conventional Implicature	Main Implicature	(8.6%)
3.	The Function of Using Implicature (Purposes Based on Context)	Implicature Functions	(68.5%)
Total			100%

### The Types of Implicature

#### C. Conversational Implicature

##### a) Generalized Conversational Implicature

**(1) Contexts** : In the 7th semester Englishpreneurship course that discusses the total cost of the program for the project which will build an English course or a company that the college students will work on later. And in this session the lecturer tried to multiply the numbers used in finding the

total cost of the program cost that was being sought. In addition, the lecturer also asked the college students to participate in calculating and checking the existing numbers. However, there was one student who answered with an expression that was quite unexpected.

**Lecturer** : “Change into... *ini dikali enam, dikali tujuh. Iya bukan? Kira-kira iya bukan? Dicek lagi...*”

(Change into... this is multiplied by six, multiplied by seven. Isn't it? Do you think so? Please check again...)

**College student** : “*Pusing saya, Pak*”  
 (“My head is spinning, Sir”)

According to the conversation that has been written in the data finding number (1) which was uttered by the college student “*Pusing saya, Pak*”. The implicature sentence that might be interpreted is classified as generalized conversational implicature it means there is no particular level of knowledge required to comprehend it. However, students actually gave a response that seemed to prove that indeed the course that was being taught by the lecturer at that time, which is Englishpreneurship was very challenging and required a fairly high level of understanding, especially in program cost material which used many logical bases with a lot of calculations.

As a college students, they felt a kind of difficulty that does occur quite often when discussing calculation material that can no longer endure all the numbers in the brain when they have to calculate it. But, the meaning of “*pusing*” here is caused by calculations that are enough to make the college student’s brain want to explode. In essence, the college student could no longer endure the dizziness caused by thinking too hard about the material that was considered difficult and uneasy to calculate.

**(2) Contexts** : In the 5th semester of the Materials and Media Design course or more widely known as MMD, the lecturer is getting introduced to the college students at the first meeting through a zoom meeting. And in this session, the lecturer also gave a kind of warming up question to all students about a topic of learning material about “Food and Textures”. She asked the college student to state the vocabulary meanings for various types of textures and flavors in English. Then, there was one college student who tried to answer but apparently the answer had not corrected yet.

**Lecturer** : “Can you mention it once again?”

**College student** : “Springy, Maam.”

**Lecturer** : “Springy?”

**College student** : “Yes...”

**Lecturer** : “Yeah. *Nanti dicek ya gurunya salah atau bener.*”

(Later, we will check whether the teacher is correct or not.)

According to the conversation that has been written in the data finding number (2) which was uttered by the lecturer “*Nanti dicek ya gurunya salah atau bener*”. The implicature sentence that might be interpreted is classified as generalized conversational implicature. It could be concluded that here the lecturer seems to be signaling by not approving the student’s answer. In other words, the student's answer was incorrect and not in accordance with what the lecturer expects. And indirectly requested the college students who are called like a “teacher” (because in this MMD course as a college student will be prospected to become a teacher who is able to design learning with good media and design) be able to rethink or even correct the answer that was still incorrect. Therefore, the college students need to be more careful as well as be able to justify their answers and give more precise and thoughtful answers.

#### **b) Particularized Conversational Implicature**

**(3) Contexts** : In one of the 5th semester courses called English for Broadcasting, a lecturer was giving a lecture at the first meeting. Here, the lecturer tried to give an initial question to start the class, by asking all the college students about “What a good radio anchor looks like?”

Then, one of the college students answered that speaking skills are important for radio anchors. Therefore, the lecturer also tried to respond and explain in depth to the college students' answers by using an utterance in the local language (Javanese) that might not be able to be directly understood without context.

**Lecturer** : “Speaking skills and...?”

**College student** : “And um...”

**Lecturer** : “Having a good speaking skills okey, I agree with you Ayu. That a presenter and anchor they have to deliver many messages. So, they have to have a very good speaking skills. *Jadi, um... penyiar radio dan TV itu harus... fluencynya harus tinggi, yah. Fluencynya harus tinggi. Jadi, tidak bisa ee... Nu nak nunuk atau plendas plendus, gitu yah...* so... it has to be flowing, yah... it has to be flowing... *mengalir...*”

(So, ehm... radio and TV anchors have to... their fluency has to be great, yeah. The fluency has to be great. So, it can't be ee... *Nu nak nunuk or plendas plendus*, right...)

The implicature sentence in the data finding number (3) “*Nu nak nunuk atau plendas plendus*” that might be interpreted is classified as particularized conversational implicature. It refers to the context of someone's poor speaking skills. In order the

college students are able to grasp the lecturer's explanation better, because of the provision of terms that are commonly used in explaining or describing something that is adjusted to the existing context. The reason why the lecturer uses local language (Javanese) is because he himself is a native Javanese and from the surrounding environment of the college students who are in the city of Jogja, he is considered to be able to understand what he means well.

Therefore, the use of local language (Javanese) here is indeed considered very important to be able to minimize misconceptions or even misunderstanding of the material being discussed regarding speaking skills.

#### **D. Conventional Implicature**

**(4) Contexts** : In one of the 5th semester courses called English for Broadcasting, the lecturer was instructing several college students who still have not open the camera during the zoom meeting to activate the camera immediately. Because, in this session the lecturer wanted to ask several questions to the college students in the first meeting.

**Lecturer** : “*Ayo yang lain open camera ya, as soon as possible. This is a discussion, not a hiding place for you.* (Come on, others)



According to the conventional implicature in the data finding number (4) obtained in the lecturer's utterance **"This is a discussion, not a hiding place for you"**. It could be concluded that there are essentially two types of proportions being compared, which are "discussion" and "hiding place". As a college student, if you are in a discussion situation, you should be able to adjust yourself and even be aware of yourself to be able to get involved or actively participate and not just stay silent or even seem to "hiding" as a passive students who have no participation in any kind of class discussion as spoken by the lecturer. The purpose of the lecturer used two different proportions and as if compared it could be concluded that there is a particular reasons to encourage the college students to be more motivated and then stimulated them so that they are able to do some actions on both of these things above, which are to be able to immediately open the camera feature through the zoom meeting and also be able to participate in the ongoing class discussion properly.

**(5) Contexts** : In the 5th semester of the BIPA Method (Indonesian Language for Foreign Speakers course in the second meeting through the zoom meeting the lecturer asked all students one by one to review the material in the first meeting. Until finally there was one college student who

had been called many times but did not respond through the microphone feature with a direct voice. It turns out that the college student responded and informed her situation through the chat box which was read by the lecturer directly to other college students.

**Lecturer: "Dan Ini Mbak Halena sedang di tempat yang tidak stabil yah, semoga orangnya stabil, ya. Jangan tidak stabil juga gitu, ya."**

(And this is Mbak Halena in an unstable place, hopefully the person is stable, okay. Don't be unstable too, right.)

According to the conventional implicature in the data finding number (5) obtained in the lecturer's utterance **"Dan Ini Mbak Halena sedang di tempat yang tidak stabil yah, semoga orangnya stabil, ya"**. It has the two proportions contrasted, which are an unstable place (internet signal) and stability (of a person). The first proportion is, having an adequate internet signal for the college students. In addition, the second proportion, since this is an online meeting and in order to be able to connect and get high-quality lecturers' explanations, a good internet signal is needed. Likewise, the second proportion refers to the college students who are "ready" intellectually and have a stable heart, mind, and mentality regarding the ongoing BIPA course.



## **E. The Function of Using Implicature (Purposes Based on Context)**

According to, Yudith et al (2021). In line with, Guswita & Andriyanti (2020) discussed the function or a purpose based on the context of using implicatures includes;

### **(a) Reach the Intended Meaning**

**(6) Contexts** : In one of the 6th semester courses called TELL (Technology Enhanced Language Learning), the lecturer conducted a question-and-answer session using a learning support app. And in this session the lecturer was sharing one of the college student's answers which was quite "ambiguous" and confusing so that the lecturer wanted to confirm the answer to the college student concerned.

**Lecturer** : "How could you clarify this answer, I still don't get it. Would you please help me? *Ya, anak semester 6 udah harus mulai ditanya-tanya, yah...* Vita? Are you there, are you still in this room?" (Yes, sixth-semester students should start getting more questions, right...)

**College student** : "Yes, Sir..."

The conversational implicature in the data finding number (6) contained by the lecturer utterance "*Ya, anak semester 6 udah harus mulai ditanya-tanya, yah...*". The point could be concluded that the lecturer wants the college students to have a higher sense of self-awareness the higher the semester, and to be more prepared for all

situations that will occur in the classroom. So, as a college student who is getting higher in the semester, they should have good self-confidence and never be afraid to give any opinion in class discussions.

**(7) Contexts** : In one of the 5th semester courses called EBC (English for Business Communication) the lecturer was doing a warming up activity at the first meeting by asking "What will we learn in this EBC course?". And in this session the lecturer asked one of the college students by emphasizing the sentence on the name of the course itself. However, it turned out that the college student who was being asked could not answer yet, because she did not have any idea about the EBC course.

**Lecturer** : "Yeah. What's your idea about this subject?"

**College student** : "Umm... I don't know, Maam hehe..."

**Lecturer** : "No idea, okay..."

**English-for-Business-Communication,**  
*Jadi, itu mau belajar tentang apa?"*

(So, what will we learn about?)

According to the conversational implicature in the data finding number (7) obtained in the utterance "**English-for-Business-Communication**". Here, the lecturer uses a high tone and also longer in duration. It has an intended meaning where the college students are able to try to think and be intrigued in relation to curiosity about

what they will learn during the semester in this EBC course. In addition, here the lecturer plays a role to encourage the college students to be able to have a sense of critical thinking about something they will face.

**(b) Deliver an Entertainment as Humor**

**(8) Contexts** : The Englishpreneurship course in the 7th semester the lecturer and college students discusses program costs which will be used as the basis for calculating company costs followed by a discussion of operational costs. Then, lecturers and college students comes to a point, what if the number that has been obtained from the previous amount of Rp. 29,171 per meeting which will be applied into 7 meetings might be divided by the number of students and the number of meetings. Eventually, a round number will be found. In other words, rounded up to the ideal number.

**Lecturer** : “*Kita membuat ini jadi berapa? Ayo, smart students! Boleh diopen mic, boleh diketik, jadi berapa...?*”

(How much do we make for this? Come on, smart students! You might open the mic, you might type it, so how much...?)

**College student** : “Thirty thousand”

**Lecturer** : “Thirty thousand rupiah, very good. Thirty thousand rupiah. So, our program cost, yah... *PC ini bukan istrinya pak FS ya haha.*”

(This PC is not Mr. FS's wife, right).

Conversational implicature in the data finding number (8) found in the lecturer's utterance “*...PC ini bukan istrinya pak FS ya haha*”. So, the lecturer gave a light jokes in the middle of the explanation of the Englishpreneurship course which was being talked about by many people and became breaking news at that time. So, the lecturer's goal only to give entertainment or jokes to the college students that are associated with program cost material or abbreviated (PC) which happens to have the same abbreviation as the “PC” of the alleged suspects in one of the cases that is being discussed everywhere at that time. The lecturer has a point here, to minimize the tense and scary atmosphere of the classroom to be more relaxed by switching topics that are related to the word 'PC'.

**(c) Boosting the Power of a Person's Message**

**(9) Contexts** : Englishpreneurship course in the 7th semester, the lecturer explained about the cost program and in this session the lecturer asked about the price. Is the price that has been obtained in the previous calculation will we give it to our prospective clients or not? And the lecturer asked the college students to make an effort by giving some responses or opinions about the question. Unfortunately, almost all the college students did not immediately respond to it. In other words, the college

students are less active and responsive by participating in this online class discussion.

**Lecturer** : “Do you think is this the price that we give to our client...? Say it in chatbox, yes or no! Easy, right...? *Yang enggak jawab, enggak saya anggap masuk malam ini. Biar kapok. Pokoknya yang enggak njawab pertanyaan saya, gak saya anggap attending the class. Nah, ya ini tips mengajar kelas online.*

(Those who didn't answer, I won't consider them as a participant tonight. Let's be fair. Anyway, for those who didn't respond to my questions, I don't consider them as attending the class. So, these are the tips for teaching online classes).

**College student** : (Some students tried to answer through the chat box feature in the zoom meeting).

According to the context, there is a conversational implicature in the data finding number (9) uttered by a lecturer “*Yang enggak jawab, enggak saya anggap masuk malam ini. Biar kapok. Pokoknya yang enggak njawab pertanyaan saya, gak saya anggap attending the class*”. It could be concluded that the lecturer said the sentence with the aim to boost or even motivate by wrapping the utterance as if it was “threatening” and seemed to scare the college students. So, the lecturer sort of subtly forces the college students to have a

high desire to express their opinions and be involved in the ongoing class discussion.

**(10) Contexts** : In the ILLA (Instructional Language Learning Assessment) course in the 5th semester, the lecturer explained an assignment from the previous meeting about making lesson plans. Indeed, at this meeting the lecturer tended to focus more and take a lot of portions to explain the materials rather than interacting with the college students. Until at the end, the lecturer seemed to call her students and told them to recall the material that had been taught in the last semester.

**Lecturer** : *Halo? Ini harus tahu lagi nih, CLT ini dibuka lagi lo, semester 3. If I'm not mistaken, kalian dapet di semester 3 di English Language Teaching Method, ya kan? Coba dibuka lagi.*

(Hello? You have to be familiar with this, please do check the CLT course again, in the 3rd semester. If I'm not mistaken, you got it in the 3rd semester in the English Language Teaching Method, right? Try to open it again.)

**College student** : (All college students were silent for a moment, because they were too focused and pay attention to the lecturer's explanation. Thus, no one responded to the utterance "**Halo?**" from the lecturer.)

The conversational implicature obtained in the data finding number (10) uttered by the lecturer in line “*Halo?*” The

lecturer wanted the college students by giving a “warning” and a strong emphasis on the next message delivered by the lecturer to be able to remember and review their notes from semester 3 about the ELTM course which is interrelated with this ILLA course. It was done solely so that the college students do not only focus on the current course, but it is also very important to study the material in the previous course in order to further strengthen the knowledge that will be applied later.

#### **(d) Specific Information Needs to be Added**

**(11) Contexts** : At the second meeting of the Prose course by an English education study program in the 6th semester, the lecturer asked some college students as a volunteers to read out slides or power points regarding the explanation of the material on that day. And in this session there was one student who read the material about "What does prose mean?". Then, in one section the college student mispronounced the word in English, then the lecturer tried to correct it.

**College student** : “... biographies, and memories...”

(Students mispronounced the last word “memories” which is supposed to be pronounced as “memoirs”).

**Lecturer** : “... **memoirs**...”

The conversational implicature obtained in the data finding number (11)

uttered by the lecturer “... **memoirs**...”. The information is related to how to pronounce English words or terms in prose, namely “memoirs” correctly according to the rules by not blaming students directly and bluntly. This was done because the college students were still mispronounced the word. In essence, the lecturer wants to improve the pronunciation of the college students as well as provide additional information about how to pronounce the word in a proper way.

**(12) Contexts** : At the second meeting of the prose course by an English education study program in the 6th semester, the lecturer and college students conducted an online learning with the material “What is Prose?”. In this session, the lecturer asked the questions about the differences between prose and poetry. Then, shortly there was one of the college students who tried to answer and give his opinion. However, the answer is incorrect.

**Lecturer** : “What is the difference between prose and poetry? Anybody? What is the difference? C’mon...”

**College student** : “Prose longer than poetry, Sir...?”

**Lecturer** : “Are you sure? **Homer’s poetry is very long, it’s like one book. Let me show you. I have Homer’s book....**”

According to the conversation that has been written in the data finding number (12) from a lecturer’s utterance “... **Homer’s**

**poetry is very long, it's like one book. Let me show you. I have Homer's book...."** It could be concluded that the lecturer tried to provide information that in fact Homer's poetry is even longer than the prose. The lecturer also tried to give a "signal" that the college student's answer was not the correct answer by giving an implied meaning without saying "incorrect" directly. Although, indeed the college student's answer was incorrect. However, the lecturer had another way to give a longer explanation by giving examples of Homeric poetry. In addition, the lecturer has a sense of maintaining good social relationships that need to be fostered between lecturers and college students.

**(13) Contexts** : Englishpreneurship course in the 7th semester, the lecturer explained about the overview of the Englishpreneurship course at the first meeting. Here the lecturer explains while sharing the screen and shows some evidence of his experience in holding a business company.

**Lecturer** : "So, once again if you want to learn well. If you want to start right and if you want to make a high profit for your company. We need to start with knowledge, yeah. *Pengetahuan itu penting. Tidak bisa dikira-kira.* And it's a bit mathematics. Yes... *Tapi itu yang membuat perusahaan kita hidup, ya....* So, tonight, I

just told you one of the best achievements that I have done in my life. And one of the best umm... secret that I promise, I will only share to those who are taking this course. **So, welcome to Englishpreneurship life...**"

(Knowledge is important. Cannot be predicted. But that's what keeps our company alive, right...)

**College student** : (All college students pay close attention and do not respond to anything, only focus on the power point shared by the lecturer).

According to the conversation that has been written in the data finding number (13) from a lecturer's utterance "**So, welcome to Englishpreneurship life...**". Indeed, in this course the project will build a company and look for a client and be paid by the client. Here, the lecturer shared some of his experiences in holding companies that require knowledge and cannot be careless. So, the lecturer seemed to welcome the college students to the Englishpreneurship course but, more than that, an indirect meaning refers to the fact that this is not an easy course, and should be passed seriously if you want to succeed.

The three main implicatures consist of generalized conversational implicature with 14.3% (5 data), particularized conversational implicature with 8.6% (3 data) and conventional implicature with 8.6% (3 data). Then, the four implicature

functions are reaching intended meaning with 20% (7 data), deliver an entertainment as humor with 8.6% (3 data), boosting the power's of person's message with 14.3% (5 data) and specific information needs to be added with 25.6% (9 data). It shows the 3 main implicature most widely used in online lectures with the type of generalized conversational implicature. Which from the data findings previously presented was uttered by the college student "**Saya pusing, Pak**" also uttered by the lecturer "*Nanti dicek ya gurunya salah atau bener.*" And from these two data findings of generalized conversational implicature plays a very important role in providing a new understanding for the interlocutor and could be automatically understood in general without having to know the context in depth.

In addition, the most frequently used type of implicature function is specific information needs to be added. According to the lecturer's utterance "... **memoirs...**", then "... **Homer's poetry is very long, it's like one book. Let me show you. I have Homer's book....**" and also "**So, welcome to Englishpreneurship life...**". From all these utterances in implicature function has one main purpose which is to provide additional information indirectly to the interlocutor according to the ongoing context.

Generally, it is able to differentiate the general implicature out of the learning context with the pedagogical implicature found especially in the online lecture courses of English education study program. In line with Simaremare, et al (2021), the implicature found in the movie *Mulan* where the character *Mulan* aims to be able to express herself by deliberately changing or avoiding existing subjects as a type of conversational implicature. As well as according to Yulianti, et al (2022) conversational implicature found in talk shows that the characters who speak in talk shows seem to require a particular context in order to communicate in informal communication.

In relation to pedagogical implicature, in the data findings of this study shows that in the online lecture courses of English education study program the speakers have the purpose to remind (college students), inform certain information, motivate students to actively participate, provide comparisons so that the college students are ready to receive learning, ask students to be able to provide answers to appropriate discussions through indirect expressions related to the learning material being discussed and accepted by both lecturers and college students. Moreover, it could be understood in general by the

interlocutor (both lecturer and college students).

In addition, implicature functions have several purposes related to pedagogical implicature including conveying certain meanings of the course to be studied, giving instructions for the college students to do something, providing humor to break the tense classroom atmosphere, and providing additional information explained through tone of voice or by giving examples of correct pronunciation.

### CONCLUSION

The researcher concluded that from the total 35 data findings that use implicature meaning in it. There are types of implicature and also implied meaning that could be comprehend and applied as many as 7 types of implicature which are divided into 3 main implicatures and 4 implicature functions. The three main implicatures consist of generalized conversational implicature with 14.3%, particularized conversational implicature with 8.6% and conventional implicature with 8.6%. Then, the four implicature functions are reaching intended meaning with 20%, deliver an entertainment as humor with 8.6%, boosting the power's of person's message with 14.3%, and specific information needs to be added with 25.6% overall. The 3 main implicature most widely used in online lectures with the type of

generalized conversational implicature. As well as the most frequently used in the implicature function is, specific information needs to be added.

Essentially, all types and implied meanings of implicatures might be used at certain moments and occasions where they need to be applied. Furthermore, after thoroughly discussing the results of the study on the scope of linguistics, especially implicature, the researcher may provide some suggestions for future researchers in collecting and searching for data from the speakers by conducting further field interviews with the speakers so that the data to be researched is in accordance with the actual reality (not based on other people's perceptions).



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